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ABSTRACT

A study was conducted to determine demographic characteristics, motivation, and program satisfaction of General Educational Development (GED) candidates and adult education (including adult basic education, secondary adult education, and English as a second language) students in Texas. Between June and December 1985, about 6,000 adult education students and 5,000 GED candidates responded to questionnaires. Some of the highlights of the report include the following: (1) 7 of 10 adult education students reported their origin as Hispanic, compared to 3 of 10 GED candidates; (2) adult education students reported language difficulties and financial needs most frequently as their reason for not completing high school; (3) adult education students and GED candidates are most likely to hold jobs as handlers/equipment cleaners/helpers/laborers, or in sales and service or as homemakers; (4) recent awareness about adult education and GED programs was a trigger to begin participating in adult learning programs; (5) recent career changes were triggers for two of three GED candidates and one of two adult education students; (6) information about the programs is spread primarily by word of mouth, especially for participants in adult education programs; (7) relatively more adult education students want to attend community or junior college than do GED candidates; and (8) program improvements suggested by the students included more extensive and flexible scheduling and more publicity on television and radio. (The report contains extensive tables with explanations.) (KC)

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Adult Education in Texas: A Survey of GED Candidates and Hispanic Adult Education Students*

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AMERICAN COUNCIL ON EDUCATION
The Center for Adult Learning and Educational Credentials
GED Testing Service
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Robert H. Atwell, President

The American Council on Education is the major voice in American higher education and serves as the locus for discussion and decision-making on higher education issues of national importance. As such, it strives to ensure quality education on the nation's campuses.

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Henry A. Spille, Director

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Douglas R. Whitney, Director

For adults who did not complete high school, the Tests of General Educational Development (GED Tests) provide an opportunity to earn a high school credential. The GED program, sponsored by the American Council on Education, enables individuals to demonstrate that they have acquired a level of learning comparable to that of high school graduates. Recognized nationwide by employers and institutions of higher learning, the GED program has increased employment, education, and earning opportunities for more than ten million adults since 1942. Each participating state, province, and territory administers the GED Tests and issues a credential based on its own minimum score requirement. The GED testing program thus enables more than 400,000 adults every year to obtain high school equivalency certificates — nearly 14 percent of all high school diplomas issued in the United States.

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The data collected in this study represents more than 5,500 hours of time contributed by GED candidates and adult education students who were willing to share information about their backgrounds.

Finally, I am especially grateful to Linda Russell, for her patience and great care in typing, designing, and formatting this report.

Andrew G. Malizio

HIGHLIGHTS

Between June 1, 1985 and December, 1985, nearly 11,000 people responded to the survey. Some of the major highlights are listed below.

Seven out of 10 adult education students (approximately half of whom participate in ESL programs) report their origin as Hispanic, compared to 3 out of 10 GED candidates.

The average age of the GED candidates is 24, while the average age of adult education students is 29.

Overall, Hispanic households have slightly more children than do black households and significantly more children than white households.

On average, black GED candidates report the highest grade levels completed in school, followed in order by white and Hispanic candidates. Forty-six percent of black candidates report finishing the eleventh grade, compared to 34% of whites and 25% of Hispanics.

Adult education students, more of whom are Hispanic, list "language difficulties" and "financial needs" most frequently as their reason for not completing high school.

Less than 5% from each group reports not completing high school because of alcohol or drugs. "Pregnancy" is listed by 8-12% of each group as their reason for not completing high school.

Adult education students and GED candidates are most likely to hold jobs as handlers/equipment cleaners/helpers/laborers, or in sales, in service, or as homemakers. Other occupations held include machine operation, administrative and clerical support, and precision production.

"Recent awareness about adult education and GED programs" is a trigger to begin participating in adult learning programs for both groups.

"Recent career changes," such as starting a new job or seeking a new or better job, are triggers for about 2 out of every 3 GED candidates and 1 of 2 adult education students.

Information about adult education and GED programs is spread primarily by word-of-mouth, especially for participants in the adult education programs.

Almost 70% of the adult education participants first learn about their program from a friend, neighbor, or a relative.

Educational agencies are first to inform 1 of every 5 candidates for the GED and 1 of 10 adult education students.

Sixteen percent of *adult education students* **first learn about their programs through a print or broadcast media (TV, radio, magazines, newspapers, pamphlets, or posters). This figure is double the corresponding percentage for** *GED candidates.*

Over half of the adult education students say that "earning a GED credential" or "learning English" is their most important reason for participating in adult education programs.

Over half of the GED candidates list "educational admission" or "personal reasons" as their primary motivation for taking the GED Tests.

Relatively more adult education students (55%) want to "attend community or junior college" than do GED candidates (39%).

Both groups of participants have about the same employment plans for the coming year. For both adult education and GED participants, about 4 of 10 want to "get a job"; 1 of 10 wants to "keep the same job"; and 2 of 10 want to "change employers" in the coming year.

Seventy-five percent of all GED candidates, and slightly more adult education students, report that they *read* on a regular basis, with the majority of regular readers stating they read 1-5 hours per week.

GED candidates and adult education students report watching approximately the same number of hours of *television* each week, with the majority of all respondents watching 1-5 or 6-10 hours per week.

About 1 in 5 GED candidates, compared to 1 of 9 adult education students, listens to the *radio* over 20 hours per week.

While 5% of GED candidates listen to radio stations that broadcast in Spanish, nearly 25% of adult education students listen to such stations.

GED candidates and adult students most often suggest increasing the announcements about the availability of programs in their areas, if enrollment is to be made easier for participants.

"More flexible and extensive scheduling" is the most popular suggestion for improvement of services, put forward by half of adult education respondents and 25% of GED candidates.

To increase participation in adult education programs, students suggest most frequently that more publicity about the programs be provided, especially on TV and radio.

Almost 9 out of 10 adult education students report encouraging other students to stay in school.

Hispanic and black candidates are less likely to take a GED practice test than are white candidates. Thirty-seven percent of white GED candidates, 27% of Hispanic candidates, and 23% of black candidates take a GED practice test.

Adult Education in Texas: A Survey of GED Candidates and Hispanic Adult Education Students [1]

According to the 1980 Census, there are approximately three million people of Hispanic origin living in Texas. This represents 21% of the Texas population. By 1990, it is estimated that more than four million people of Hispanic origin will live in Texas.

Currently in Texas there are about four million adults 18 years old or older who do not have a high school education. More than one million of these people are of Hispanic origin. Recent discussions with educators from Texas indicate that throughout the state most of these four million adults are probably unaware of adult education programs. This may be especially true of the Hispanic population.

To increase public awareness about General Educational Development (GED) testing programs throughout Texas, especially in those counties with large Hispanic populations, the American Council on Education and the Texas Education Agency have conducted a cooperative research project. The project's goal was to plan and initiate the development of a statewide data base of people participating in adult education programs and taking the GED Tests in Texas.

Information from the project will be helpful for developing future adult education programs and for meeting the needs of future GED candidates in Texas. Also, this project provides data necessary to conduct follow-up studies to describe the impact that participating in adult education or taking the GED Tests may have upon a person's life. The data will accommodate follow-up studies that focus primarily on those people who have identified themselves on the initial survey as being of Hispanic origin. Results of the initial study, and follow-up studies, can be used to broadcast future public service announcements throughout the state,[2] informing adult Hispanics and others who have not graduated from high school about opportunities to earn a high school credential.

With the assistance of the Texas Education Agency, including several GED examiners and adult education teachers, the GED Testing Service developed two survey forms — one for GED candidates, and one for adult education students.[3] The forms were available in English and Spanish, to encourage people of Hispanic origin to participate in this project. Copies of the survey forms used in this study are presented in Appendix A.

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[1] This research project was funded in part by a grant from The Meadows Foundation, Dallas, Texas. Views and opinions expressed in this report do not necessarily reflect those of the Meadows Foundation.

[2] In September, 1986, public service announcements about adult education opportunities, developed by the American Council on Education, were distributed to 29 AM and 36 FM radio stations in Texas as part of a nationwide campaign. As of January, 1987, radio stations in at least 9 Texas cities have played the announcements.

[3] In this report, "GED candidates" refers to examinees taking the high school equivalency test: the Tests of General Educational Development. "Adult education students" includes adult basic education students, adult secondary students, and English as a Second Language students.

People who completed the survey forms were asked to provide information including their current mailing address; racial background; birthplace; age; highest grade completed; grades earned in school; how they first learned about the GED testing program; main reason for testing; how they prepared for the GED Tests; current employment; how they expected taking the tests might help them; future educational or training plans; reading habits; frequency of watching TV; radio listening preferences; and newspaper reading habits.

Participants responded to open-ended questions on what they found most/least enjoyable about adult education programs and offered suggestions for improving services and increasing participation. Most respondents completed the survey in about 30-45 minutes. For the adult education survey, references to the "GED Tests or GED program" were changed to "adult education program." Participants took about 30-45 minutes to complete the survey.

From June 1, 1985, through December 15, 1985, nearly 11,000 people (5,790 adult education students, 5,082 GED candidates) participated in the project. These individuals were from the fifteen Texas counties with the largest Hispanic populations, according to the latest Census estimates. The sample included the following cities: Brownsville, Corpus Christi, Dallas, Edinburg, El Paso, Galveston, Houston, Laredo, McAllen, Odessa, Pasadena, Rio Hondo, Rosenberg, San Antonio, Texas City, Weslaco. A more detailed description of the sampling procedures and methodology is presented in Appendix B.

Several computer-generated tables on selected variables were produced, by center, as part of this project. Additional analyses were also conducted by racial/ethnic background on several variables. The purpose of this report is to describe the people who participated in the project. Subsequent reports or briefs may focus on those who identify themselves as Hispanics. In addition, a data file will be retained containing the names and addresses of participants for use in future follow-up studies.

The data from GED candidates and adult education students will be described separately. Unless otherwise noted, all percentages are based on the number of persons responding to the question.

KEY FINDINGS OF THE REPORT

WHO ARE THE RESPONDENTS?

The sample for this project is drawn from the fifteen counties in Texas with the largest Hispanic populations. Sixty percent of the sample of adult education students is from Harris County, Texas. Bexar and Webb counties lead the remaining fourteen counties in representation. The total number of *adult education* respondents approaches 6,000.

The GED candidates are from Harris, El Paso, Galveston and the same eleven other Texas counties with the largest Hispanic contingents. About 5,000 *GED* candidates are included.

The percentage of Hispanics in these counties twenty-five years of age or older who possess high school diplomas ranges from 25% to 47%.

Number of Participants by County

COUNTY	ADULT ED	PERCENT	GED CANDIDATES	PERCENT
Bexar	866	15.0	474	9.3
Cameron	30	.5	40	.8
Dallas	78	1.3	437	8.6
Ector			279	5.5
El Paso			574	11.3
Ft. Bend	84	1.5	17	.3
Galveston	278	4.8	509	10.0
Harris	3,460	59.8	1,286	25.3
Hidalgo	242	4.2	212	4.2
Nueces/ San Patricio			154	3.0
Starr			54	1.1
Tarrant			365	7.2
Travis	66	1.1	473	9.3
Webb	675	11.7	208	4.1
TOTAL	**5,779**	**100.0**	**5,082**	**100.0**

Percentages may not add to 100.0 due to rounding.

WHAT DO WE KNOW ABOUT THE BACKGROUND OF THE PARTICIPANTS?

A principal difference between GED candidates and adult education students, as a group, is their ethnic and racial background. Over 7 out of 10 adult education students (approximately half of whom participate in ESL programs) report their origin as Hispanic, compared to 3 out of 10 GED candidates.

- GED candidates are more likely to be white, by about a six-to-one ratio.
- A smaller proportion of each group — about one in twelve — is made up of blacks.
- Two of every five adult education students are born in Mexico, while one in three is a native Texan.
- In contrast, 90% of the GED candidates are born in the United States, and most of them are born in Texas.

WHAT ARE SOME DEMOGRAPHIC CHARACTERISTICS OF THESE GROUPS?

For both groups, about 55% of those participating were women. As a group, GED candidates are younger than adult education students.

- Forty-two percent of GED candidates are 19 years of age or younger, compared to 20% of adult education students.
- The average age of the GED candidates is 24, while the average age of adult education students is 29.

Adult education students are somewhat more likely to be married than are GED candidates.

- One half of Hispanic GED candidates are married, compared to one of four black candidates and to almost four of ten white candidates.

The respective households of GED and adult education participants vary in size and composition, with the principal differences being the number and age of the children in the households of each group.

- Thirty percent of the adult education students report 3 or more children in their home under the age of 18, while 20% of the homes of GED candidates fall in that category.
- On average, adult education students have more adults and more children in their homes than GED candidates do.
- Overall, Hispanic households have slightly more children than do black households and significantly more children than white households.

WHAT ABOUT CURRENT EDUCATIONAL AND EMPLOYMENT STATUS?

Comparison of the grade levels at which GED candidates leave school shows that, as a group, Hispanic candidates complete fewer years of schooling than non-Hispanic candidates.

- On average, black GED candidates report the highest grade levels completed in school, followed in order by white and Hispanic candidates. Forty-six percent of black candidates report finishing the eleventh grade, compared to 34% of whites and 25% of Hispanics.
- GED candidates and adult education students cite many of the same reasons for not completing high school, including "to take a job" and "marital reasons."
- One in four GED candidates reports *not being interested in school*, compared to one in nine adult education students.
- One of four GED candidates is enrolled in school, while nine of ten adult education students are enrolled part- or full-time.
- Adult education students, more of whom are Hispanic, list "language difficulties" and "financial needs" most frequently as their reason for not completing high school.
- Less than 5% from each group reports not completing high school because of alcohol or drugs. "Pregnancy" is listed by 8-12% of each group as their reason for not completing high school.

The types of work that adult education students and GED candidates currently perform are similar.

- Two out of five participants in both programs are employed full-time with pay. Including part-time and volunteer work, nearly 60% of the GED candidates are working in some capacity.
- Members of both groups are most likely to hold jobs as handlers/equipment cleaners/helpers/laborers, or in sales, in service, or as homemakers. Other occupations held include machine operation, administrative and clerical support, and precision production.

WHAT TRIGGERS THEIR INVOLVEMENT IN ADULT LEARNING?

Of seven recent changes or life events that typically trigger individuals to begin participating in adult learning programs, two of them, "recent awareness," and "recent career changes," clearly have the most effect on GED candidates and adult education students.

- "Recent awareness about adult education and GED programs" is a trigger for both groups, but for far more adult education participants than GED candidates.

- "Recent career changes," such as starting a new job or seeking a new or better job, are triggers for about 2 out of every 3 GED candidates and 1 of 2 adult education students.
- Hispanic and black respondents are somewhat more likely to report a "recent heightened awareness" of adult education or GED programs and somewhat less likely to have experienced a "significant change in their family life" than are white respondents.

HOW DO PARTICIPANTS FIRST LEARN ABOUT THEIR PROGRAMS?

Information about adult education and GED programs is spread primarily by word-of-mouth, especially for participants in the adult education programs.

- Almost 70% of the adult education participants first learn about their program from a friend, neighbor, or a relative.
- Over half the GED candidates learn about their programs first by word-of-mouth from a friend, neighbor, or relative.
- One of every two Hispanic candidates first learns about the GED program from a friend.

Educational agencies are first to inform 1 of every 5 candidates for the GED and 1 of 10 adult education students.

Sixteen percent of *adult education students* **first learn about their programs through a print or broadcast media (TV, radio, magazines, newspapers, pamphlets, or posters). This figure is double the corresponding percentage for** *GED candidates.*

WHAT DO PARTICIPANTS EXPECT FROM THEIR PROGRAMS? WHAT IS THEIR MOST IMPORTANT REASON FOR PARTICIPATING?

Four out of ten *GED candidates* **say their most important reason for taking the examination is an employment-related one. However, less than one quarter of** *adult education students* **give an employment-related answer as their most important reason for participating in adult education programs.**

- The answers that over half of the adult education students give are "earning a GED credential" or "learning English."
- Over half of the GED candidates list "educational admission" or "personal reasons" as their primary motivation for taking the examination.

GED candidates and adult education students have different expectations about the outcomes of their programs. Those surveyed listed as many explanations as apply.

Of the *GED candidates* :

- Almost half expect "to be admitted to an educational institution" (such as a community college or four-year university);
- Forty percent expect to "get a job"; and
- Three of ten want to "be prepared" either for jobs, apprenticeships, or educational institutions.

Of the *adult education students*:

- Nearly half want to "earn my GED"; and
- Almost 4 of 10 want to "learn English."

It is evident that the expected outcomes of GED candidates and adult education students are related to their respective motivations for entering their programs and to their educational and employment needs.

WHAT ARE THE PARTICIPANTS' PLANS FOR EMPLOYMENT AND EDUCATION IN THE COMING YEAR?

The educational plans for the coming year of the adult education and GED respondents do ***not*** **coincide with the expected outcomes they report for their respective programs.**

- Relatively more adult education students (55%) want to "attend community or junior college" than do GED candidates (39%).
- In addition, compared to the number of GED candidates, one-and-one-half times more adult education students plan to attend a four-year college during the coming year.
- GED candidates expect to "receive on-the-job training" by a percentage more than double the percentage for adult education students (26% vs. 12%).
- Approximately 1 in 5 has "no immediate educational plans."

Both groups of participants have about the same employment plans for the coming year.

- For both adult education and GED participants, about 4 of 10 want to "get a job"; 1 of 10 wants to "keep the same job"; and 2 of 10 want to "change employers" in the coming year.
- More Hispanics than whites plan on getting a job after earning their GED certificates.
- One-and-one-half times more adult education students than GED candidates plan to have a better job with the same employer during the coming year.

HOW DO PARTICIPANTS SPEND THEIR FREE TIME?

Seventy-five percent of all GED candidates, and slightly more adult education students, report that they *read* on a regular basis, with the majority of regular readers stating they read 1-5 hours per week.

GED candidates and adult education students report watching approximately the same number of hours of *television* each week, with the majority of all respondents watching 1-5 or 6-10 hours per week.

About 1 in 5 GED candidates, compared to 1 of 9 adult education students, listens to the *radio* over 20 hours per week.

GED candidates and adult education students differ significantly in the type of radio station they select.

- While 5% of GED candidates listen to radio stations that broadcast in Spanish, nearly 25% of adult education students listen to such stations.
- GED candidates prefer rock & roll stations by double the percentage reported by adult education students (32% vs. 16%).
- As a group, GED candidates report listening to country/western radio stations more than do adult education students.
- In a related finding, Hispanic GED candidates report, in a percentage larger than for blacks or whites, that "increasing the announcements about the availability of the programs in our area" would make program participation easier.[4]

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[4] In September, 1986, public service announcements about adult education opportunities developed by the American Council on Education were distributed to 29 AM and 36 FM radio stations in Texas as part of a nationwide campaign. As of January, 1987, radio stations in at least 9 Texas cities had played the announcements.

WHAT ABOUT THE TYPES OF WRITING REPORTED BY PARTICIPANTS?

The percentage of GED candidates that reports writing at least 3 times per week is less than the percentage for adult education students (43% vs. 47%).

- More GED candidates write business correspondence and more candidates report writing "creatively."
- About 2 out of 3 of each group report writing personal letters every month.
- Hispanic, black, and white GED candidates write with the same frequency.
- The percentage of Hispanic candidates that reports writing diaries or journals, business correspondence, personal letters, and creative writing is approximately the same as for blacks and slightly less than for whites.

HOW FAR ARE TESTING CENTERS FROM CANDIDATES' HOMES?

- One in ten GED candidates travels more than 26 miles to the nearest GED testing center.
- Three in ten GED candidates live 1-5 miles from a testing center.
- Approximately 1 in 4 travels 6-10 miles to a testing center.

WHAT WOULD MAKE ENROLLMENT EASIER FOR PARTICIPANTS IN THESE PROGRAMS?

- The answer given most often by GED candidates and adult education students is to increase the announcements about the availability of programs in their areas.
- Other suggestions from the participants include providing transportation, child care, or paid time off from work. Provision of child care was suggested by 12% of adult education students and 9% of GED candidates.

HOW COULD SERVICES TO GED CANDIDATES AND ADULT EDUCATION STUDENTS BE IMPROVED?

- "More flexible and extensive scheduling" is the most popular suggestion for improvement of services, put forward by half of adult education respondents and 25% of GED candidates.
- **Improved instruction and materials is proposed by 1 of 2 adult education students.**

- Other suggestions include improved counseling services, better location of learning centers, and better class facilities.

HOW CAN PARTICIPATION IN GED AND ADULT EDUCATION PROGRAMS BE INCREASED?

- The most frequent suggestion by GED candidates and adult education students alike is that more publicity about the programs be provided, especially on TV and radio.
- GED candidates recommend that announcements contain specific program information, such as class locations and schedules. Adult education students suggest that announcements for their programs be designed to alleviate anxiety. Announcements might stress, for example, that classes "are not like high school," or that "teachers make you feel smart."

DO PARTICIPANTS RECOMMEND EDUCATION TO OTHERS?

Yes. Almost 9 out of 10 adult education students report encouraging other students to stay in school.

KEY FINDINGS: HISPANIC ADULT EDUCATION AND GED PARTICIPANTS

A primary goal of this survey has been to survey the status of Hispanic adult education students and Hispanic GED candidates. The following section lists some of our key findings regarding those participants. Approximately 4,000 Hispanic adult education students and 1,500 Hispanic GED participants are included in our sample of 11,000, all of whom were selected from the 15 counties in Texas with the largest Hispanic populations.

To arrive at these findings, the GED Testing Service has analyzed the data pertaining to responses from Hispanic GED candidates and has reached general conclusions about the adult education respondents, seventy percent of whom are Hispanic. Researchers and others wanting to do further analyses should submit a one-page description of the proposed analyses in their request for a data tape to the American Council on Education, Director, GED Testing Service, One Dupont Circle, Washington, DC 20036.

WHAT ARE THE DEMOGRAPHIC CHARACTERISTICS OF HISPANIC ADULT EDUCATION STUDENTS AND GED PARTICIPANTS?

- Over 7 out of 10 adult education students report their origin as Hispanic, compared to 3 out of 10 GED candidates.
- **Two out of every five adult education students are born in Mexico; 90% of GED candidates are born in the United States.**
- Fifty percent of Hispanic GED candidates are married, compared to 1 of 4 black candidates and to almost 4 of 10 white candidates.
- Overall, Hispanic households have slightly more children than do black households and significantly more children than white households.

HOW MANY HISPANIC GED CANDIDATES AND HISPANIC ADULT EDUCATION STUDENTS FINISH HIGH SCHOOL?

- Comparing the grade levels at which GED candidates leave school shows that, as a group, Hispanic candidates complete fewer years of schooling than non-Hispanic candidates.
- On average, black GED candidates report the highest grade levels completed in school, followed in order by white and Hispanic candidates.
- **Forty-six percent of black candidates report finishing the eleventh grade, compared to 34% of whites and 25% of Hispanics.**
- Adult education students, more of whom are Hispanic, list "language difficulties" and "financial needs" most frequently as their reason for not completing high school.

WHAT ARE THE WRITING HABITS OF HISPANIC GED CANDIDATES?

- Hispanic, black, and white GED candidates write with the same frequency.
- The percentage of Hispanic candidates that reports writing diaries or journals, business correspondence, personal letters, and creative writing is approximately the same as for blacks and slightly less than for whites.

WHAT ARE THE EMPLOYMENT PLANS FOR THE NEXT YEAR FOR HISPANIC GED CANDIDATES?

- More Hispanic candidates than whites plan on getting a job after earning their GED certificate. About 1 of 2 Hispanic candidates (and 2 of 3 white candidates) report being employed in some capacity.

HOW DO HISPANIC GED CANDIDATES FIRST LEARN ABOUT THEIR PROGRAM?

- **One of every two Hispanic candidates first learns about the GED program from a friend.**

WHAT "TRIGGERS" HISPANIC GED CANDIDATES AND HISPANIC ADULT EDUCATION STUDENTS TO PARTICIPATE IN THEIR PROGRAM?

- Hispanic and black respondents are somewhat more likely to record a "recent heightened awareness" of adult education or GED programs and somewhat less likely to have experienced a significant recent change in their "family life."

HOW DO HISPANIC GED CANDIDATES PREPARE FOR THE EXAMINATION?

Hispanic and black candidates are less likely to take a GED practice test than are white candidates.

- Thirty-seven percent of white GED candidates, 27% of Hispanic candidates, and 23% of black candidates take a GED practice test.

Hispanic and black candidates are somewhat more likely to take a review class in

each of the five GED tests than are white candidates.

- Between 33% and 44% of Hispanic candidates take a review class in the five subject areas.
- Between 25% and 36% of white candidates take review classes.

WHAT SCORE DO HISPANIC CANDIDATES RECEIVE ON THE GED TESTS?

- **Overall, Hispanic candidates, black candidates, and white candidates earn similar total scores across the five tests in the GED battery. The average (mean) total score for each group is approximately 240.**
- Compared to white GED candidates, Hispanic candidates earn slightly higher scores on the Writing Skills and Science Tests.

WHAT OUTCOMES DO HISPANIC ADULT EDUCATION STUDENTS EXPECT FROM THEIR PROGRAM?

- Adult education students, of whom seven out of ten are Hispanic, have the following expected outcomes of their program: Nearly half want to "earn my GED," and almost 4 of 10 want to "learn English."

TO WHAT EXTENT ARE HISPANIC ADULT EDUCATION STUDENTS MOTIVATED BY EMPLOYMENT?

- Less than one-quarter of adult education students give an employment-related answer as their most important reason for participating in adult education programs.

HOW DO HISPANIC ADULT EDUCATION STUDENTS SPEND THEIR FREE TIME?

- **One out of every four adult education students listens to Spanish language radio stations.**

WHAT DO HISPANIC GED CANDIDATES SUGGEST TO MAKE PARTICIPATION IN GED PROGRAMS EASIER?

- Hispanic GED candidates report, in a larger percentage than for blacks or whites, that "increasing the announcements about the availability of the programs in our area" would make participating in those programs easier.

KEY FINDINGS: GED CANDIDATES

Over 5,000 GED candidates from the fifteen counties in Texas with the largest Hispanic populations responded to this survey. The statements that follow are among the key findings.

WHAT ARE THE DEMOGRAPHIC CHARACTERISTICS OF GED CANDIDATES?

- Three out of ten GED candidates report their origin as Hispanic.
- About one-eighth of the GED candidates are black.
- One out of two GED candidates is white.
- The average age of GED candidates is 24.
- **Ninety percent of the GED candidates are born somewhere in the United States; the majority of GED candidates surveyed are born in Texas.**
- Two percent of the GED candidates report 6 or more children in their homes.
- About half of the GED candidates have 1 or 2 children in their homes.
- About 30% of the homes include 3 or more adults.
- A larger percentage of those GED candidates participating in the survey were women.
- One of four GED candidates is enrolled in school.

WHY DO GED CANDIDATES NOT COMPLETE HIGH SCHOOL?

- One in four GED candidates reports not being interested in school.
- **GED candidates frequently cite "to take a job" or "marital reasons" as their reasons for not completing high school.**

DO GED CANDIDATES WRITE?

- **About 2 of 5 GED candidates reports writing at least three times per week.**
- More GED candidates than adult education students write business correspondence and more GED candidates report writing creatively.
- About 2 out of 3 GED candidates write personal letters every month.

ARE GED CANDIDATES EMPLOYED?

- Two out of five GED participants are employed full-time with pay.
- Including part-time and volunteer work, nearly 60% of the GED candidates are working in some capacity.
- **GED candidates are most likely to hold jobs as handlers/equipment cleaners/helpers/laborers, or in sales, in service, or as homemakers. Other occupations held include machine operation, administrative and clerical support, and precision production.**

WHAT ABOUT GED CANDIDATES' EMPLOYMENT PLANS?

- About 4 of 10 GED participants want to "get a job"; 1 of 10 wants to "keep the same job"; and 2 of 10 want to "change employers" in the coming year.
- GED candidates are less likely than adult education students to plan on having a better job with the same employer during the coming year.

WHAT ARE GED CANDIDATES' EDUCATIONAL PLANS?

- **Thirty-nine percent of GED candidates want to "attend community or junior college" in the next year.**
- Fewer GED candidates than adult education students plan to attend a four-year college next year (13% vs. 19%).
- GED candidates expect to "receive on-the-job training" by a percentage more than double the percentage for adult education students (26% vs. 12%).
- One-fifth of the GED candidates have "no immediate educational plans" for the coming year.

HOW DO GED CANDIDATES FIRST LEARN ABOUT THEIR PROGRAM?

- **Over half the GED candidates learn about their programs first by word-of-mouth from a friend, neighbor, or relative.**
- Educational agencies are first to inform 1 of every 5 GED candidates.

WHAT "TRIGGERS" GED CANDIDATES TO PARTICIPATE IN THEIR PROGRAM?

- **The two life events most likely to trigger participation in GED programs are "recent awareness about GED programs" and "recent career changes."**
- "Recent career changes," such as starting a new job or seeking a new or better job, are triggers for about 2 out of every 3 GED candidates.

HOW DO GED CANDIDATES PREPARE FOR THE GED TESTS?

A GED practice test is taken by more white candidates than Hispanic candidates and by more Hispanic candidates than black candidates.

- Thirty-seven percent of white GED candidates, 27% of Hispanic candidates, and 23% of black candidates take a GED practice test.

Hispanic and black candidates are somewhat more likely to take a review class in each of the five GED tests than are white candidates.

- Between 33% and 44% of Hispanic candidates take a review class in the five subject areas.
- Between 25% and 36% of white candidates take review classes.

WHAT OUTCOMES DO GED CANDIDATES EXPECT FROM THEIR PROGRAM?

- Almost half of GED candidates expect as an outcome of their program "to be admitted to an educational institution."
- Forty percent expect to "get a job."
- Three of ten want to "be prepared" either for jobs, apprenticeships, or educational institutions.

WHAT DO GED CANDIDATES SAY IS THE MOST IMPORTANT REASON FOR PARTICIPATING IN THEIR PROGRAM?

- The reason given by 4 out of 10 GED candidates as most important for taking their examination is an employment-related one.
- Three out of ten GED candidates say "educational admission" is their primary motivation for taking the examination.
- Almost 1 in 4 candidates lists "personal reasons" as most important.

HOW DO GED CANDIDATES SPEND THEIR FREE TIME?

- **Seventy-five percent of all GED candidates report that they read on a regular basis, with the majority stating they read 1-5 hours per week.**
- The majority of GED respondents watch television 1-5 or 6-10 hours per week.
- About 19% of GED candidates listen to the radio 20 hours or more per week.
- Five percent of GED candidates listen to Spanish language radio stations.
- **GED candidates prefer rock & roll stations by double the percentage reported by adult education students (32% vs. 16%).**

HOW FAR ARE TESTING CENTERS FROM CANDIDATES' HOMES

- One in ten GED candidates travels more than 26 miles to the nearest GED testing center.
- Three in ten GED candidates live 1-5 miles from a testing center.
- Approximately one in four travels 6-10 miles to a testing center.

WHAT WOULD MAKE PREPARATION EASIER FOR GED CANDIDATES?

- **Nearly 1 of 4 GED candidates say that more announcements about the availability of programs in their area would make preparation easier.**
- One of seven candidates suggests giving paid time off from work; 1 of 11 suggests providing child care; and 1 of 13 suggests providing transportation.

HOW COULD SERVICES TO GED CANDIDATES BE IMPROVED?

- **More flexible or extensive program schedules are suggested by one in four GED respondents.**
- Other suggestions by candidates and the percentage responding include more publicity about the tests (21%); improved services (21%); and more testing locations (18%).

HOW CAN PARTICIPATION IN GED PROGRAMS BE INCREASED?

- **According to 76% of GED candidates, more publicity is needed, primarily on TV and radio, to increase participation.**
- **GED candidates suggest that specific information needed by potential participants — location of testing centers, schedules of classes, and so on — be included in announcements.**

GED CANDIDATES
Demographic Information

Gender. Approximately 55% of the GED candidates are female, 45% male. About 40% are married.

Race/Hispanic origin. Figure 1 shows the racial/ethnic backgrounds of the participants. Approximately 51% are white, 13% are black, while 30% report Hispanic background.

Age. Table 1 shows the mean, standard deviation, and a distribution by age group. The average age of the participants is about 24. Approximately 43%, however, are 19 years old or younger; about 25% are 20-24. Almost 7% are 40 or older. The sample participating in this survey was slightly younger (as a group) than examinees tested during 1985 throughout the state.

Table 1
GED Candidates in Texas
Age of GED Candidates

N = 4,504
MEAN = 23.9
SD = 8.4

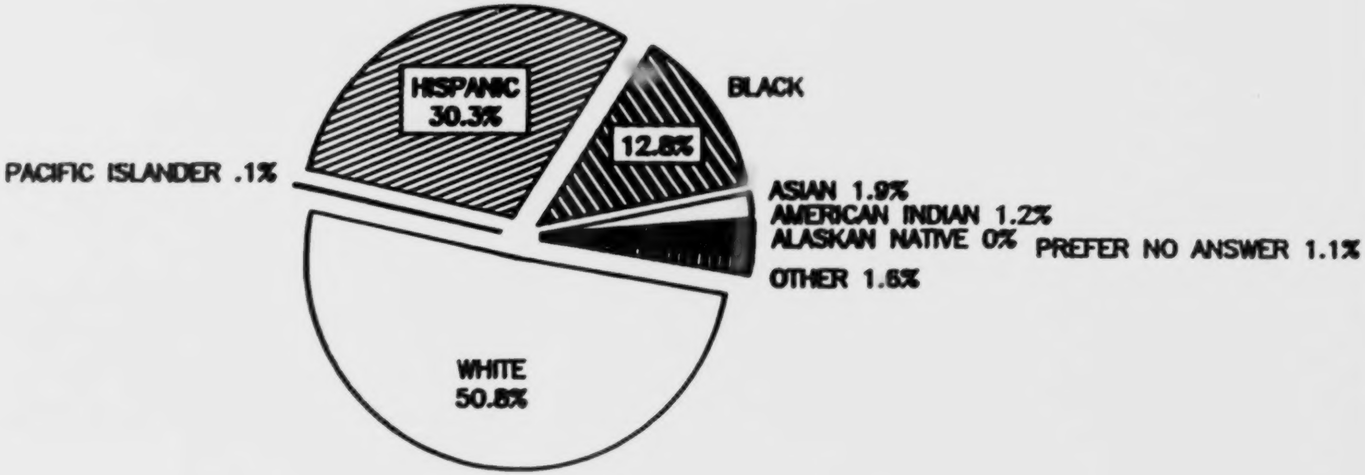
AGE GRP	COUNT	PCT	CUM FREQ	CUM PCT
-	578	-	-	-
19-	1925	42.7	1925	42.7
20-24	1123	24.9	3048	67.7
25-29	605	13.4	3653	81.1
30-34	344	7.6	3997	88.7
35-39	217	4.8	4214	93.6
40-49	204	4.5	4418	98.1
50-59	71	1.6	4489	99.7
60 +	15	0.3	4504	100.0

Birthplace. About 62% were born in Texas, 27% were born in another state, and 6% were born in Mexico.

Location. Table 2 shows the number of GED respondents by county.

Figure 1.

GED CANDIDATES IN TEXAS
RACIAL BACKGROUNDS
(Percentage of each race represented)



Source: ACE/TEA Research Project 6/85 – 12/85 (N=4,707)

Table 2
GED Candidates in Texas
Number of Respondents by County

COUNTY	FREQUENCY	PERCENT
BEXAR	474	9.3
CAMERON	40	0.8
DALLAS	437	8.6
ECTOR	279	5.5
EL PASO	574	11.3
FT. BEND	17	0.3
GALVESTON	509	10.0
HARRIS	1,286	25.3
HIDALGO	212	4.2
NUECES	154	3.0
STARR	54	1.1
TARRANT	365	7.2
TRAVIS	473	9.3
WEBB	208	4.1
TOTALS	**5,082**	**100.0**

Number of Children Living in Household. The average number of children per household is approximately 1.4 (see Table 3). About 33% report no children living at home; 47% have 1 or 2 children at home; approximately 18% have 3-5 children at home. Two percent have 6 or more children under the age of 18 living at home.

Table 3
GED Candidates in Texas
Number of Children Living in Household

N = 4,507
MEAN = 1.42
SD = 1.44

VALUE	COUNT	PCT	CUM PCT
0	1,470	32.6	32.6
1	1,185	26.3	58.9
2	970	21.5	80.4
3	511	11.3	91.8
4	222	4.9	96.7
5	75	1.7	98.4
6+	74	1.6	100.0

Number of Adults Living in Household. The average number of adults per household is approximately 2.3 (see Table 4). About 26% report 1 adult, 40% have 2 adults living in the household, 32% have 3-5 adults, while approximately 2% have 6 or more adults living in the household.

Table 4
GED Candidates in Texas
Number of Adults Living in Household

N = 4,503
MEAN = 2.29
SD = 1.19

VALUE	COUNT	PCT	CUM PCT
1	1,180	26.2	26.2
2	1,791	39.8	66.0
3	928	20.6	86.6
4	376	8.3	94.9
5	147	3.3	98.2
6+	81	1.8	100.0

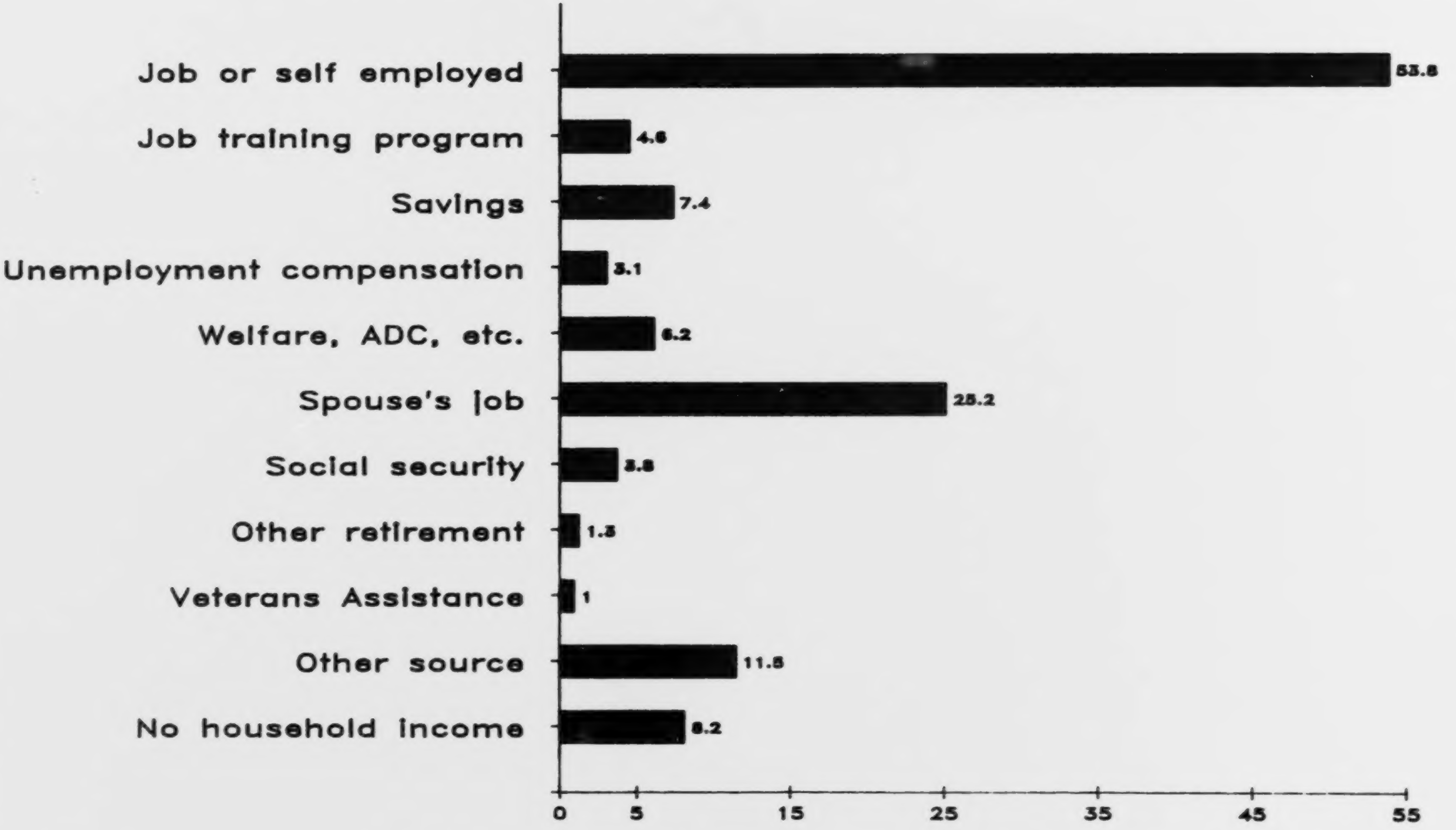
Sources of Household Income. As shown in Figure 2, nearly 54% report their job (including self-employment) as a source of income. Approximately 1 of 4 reports a spouse's job; and 3% receive unemployment compensation. About 8% of the respondents have no source of household income. Additional analyses indicate that about 20% of GED candidates have more than one source of income.

Reasons for not Completing High School. Figure 3 shows that approximately 1 of 4 GED examinees leaves school because of lack of interest. Twenty-one percent leave for marital reasons, and about 20% leave school to take a job. Approximately 43% reported more than one reason for leaving school. Overall, the *least* frequently reported reasons are family opinion, language difficulties, problems with drugs or alcohol, school work too difficult, joining the armed forces, and transportation difficulties.

Answering a related question, 59% report having no friends while in school. About 32% report negative student attitudes toward them. More than 80% say they got along well with school administrators.

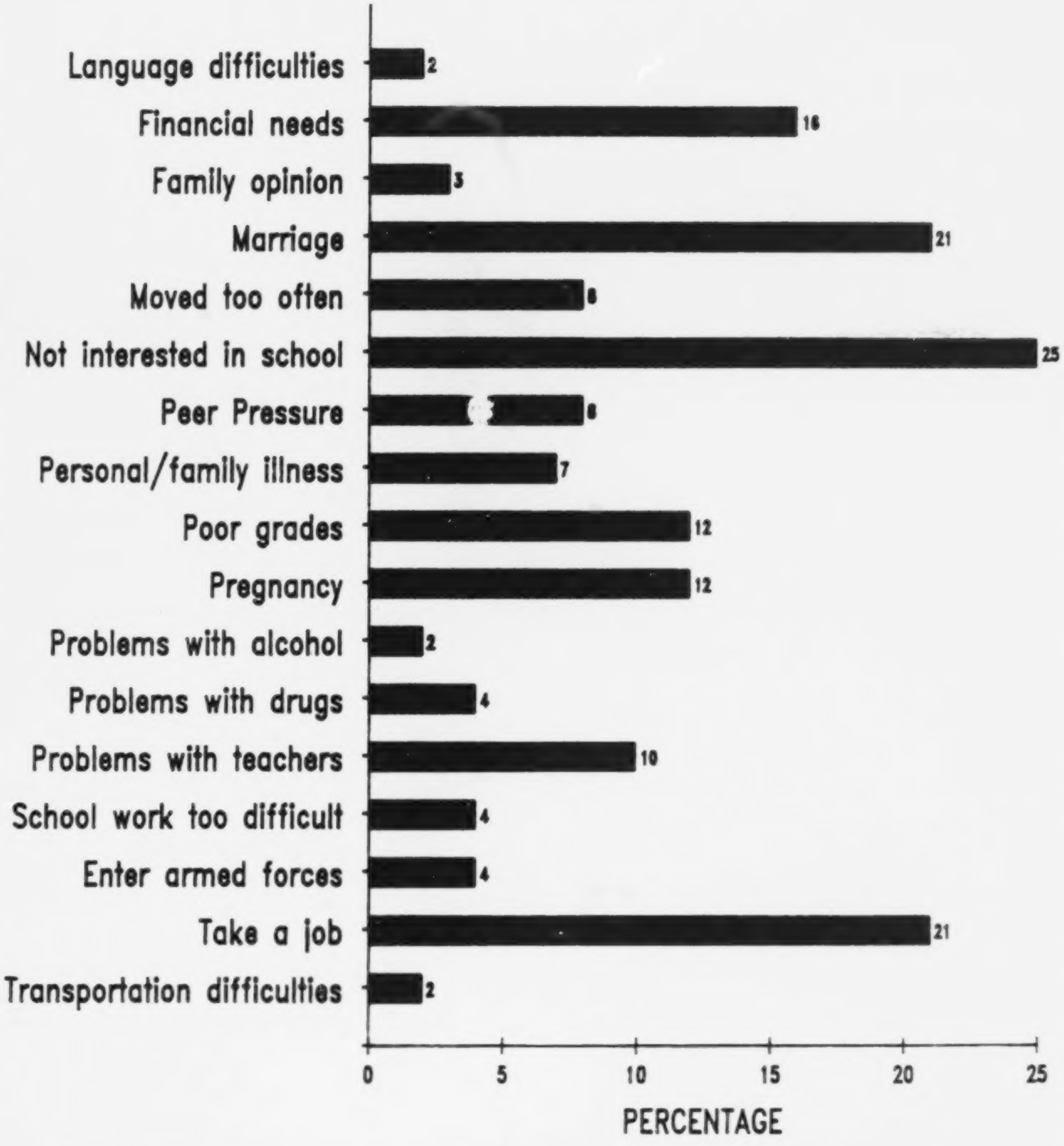
Highest Grade Completed. The *average* highest grade completed among GED candidates is 9.9 (see Table 5). Approximately 68 of 100 candidates finish the tenth grade or higher. In 1985, the average highest grade completed for all examinees throughout the state was 9.8 (GEDTS, 1986).

Figure 2. GED CANDIDATES IN TEXAS
SOURCES OF HOUSEHOLD INCOME
(Percentage identifying each source)



Source: ACE/TEA Research Project 6/85 — 12/85 (N=4,666)

Figure 3. GED CANDIDATES IN TEXAS
REASONS FOR NOT COMPLETING HIGH SCHOOL
(Percentage identifying each reason)



Source: ACE/TEA Research Project 6/85 – 12/85 (N=4,765)

Table 5
GED Candidates in Texas
Highest Grade Completed

N = 4,815
MEAN = 9.94
SD = 1.29

Frequency Table

GRADE	COUNT	PCT	CUM PCT
5 or less	28	.6	.6
6	74	1.5	2.1
7	99	2.1	4.2
8	400	8.3	12.5
9	928	19.3	31.8
10	1414	29.4	61.1
11	1579	32.8	93.9
12	293	6.1	100.0

Grades while in School. Table 6 shows that about 81 of 100 candidates report grades of "mostly C" or better. About 2% indicate grades "below D"; 3% report grades of "mostly A."

Table 6
GED Candidates in Texas
Grades While in School

GRADE	COUNT	PCT	CUM PCT
Below D (59-)	81	1.7	1.7
Mostly D (60-64)	160	3.4	5.1
Half C/D (65-69)	649	13.6	18.7
Mostly C (70-74)	963	20.2	38.8
Half B/C (75-79)	1,574	33.0	71.8
Mostly B (80-84)	642	13.5	85.3
Half A/B (85-89)	570	11.9	97.2
Mostly A	132	2.8	100.0

Current Student Status. Approximately three-quarters of the GED candidates are not enrolled in school; 14% are part-time students; and 12% are full-time students.

Writing Habits. Because the revised GED Tests to be released in 1988 will require GED candidates to write an essay as part of the Writing Skills Test, we wanted to collect some information on current writing habits. As shown in Table 7, approximately 64% of the candidates write personal letters (at least once a month). About 25% write business correspondence. Additional analyses show that 21% engage in two or more types of writing on a regular basis. Results also indicate that 6% never write; about 24% write about once a month; 27% write about once a week; and 43% write more than three times a week.

Table 7
GED Candidates in Texas
Writing Habits

N = 4,100

KIND OF WRITING	PCT
Diary or Journal	11.9
Business Correspondence	24.5
Personal Letters	64.4
Creative Writing	20.2

Frequency of Writing

AMOUNT	PCT
Never	5.7
Once/month	24.1
Once/week	26.6
3-5 times/week	19.9
Daily	23.7

Current Employment Status. As shown in Table 8, about 2 of every 5 GED candidates are *employed full-time for pay*. In addition, almost 13% of the candidates are working part-time, and another 5% are working full-time without pay, so that nearly 60% are working in some capacity.

About 9% of the candidates are unemployed and not seeking employment, while approximately 33% are unemployed but seeking employment.

Table 8
GED Candidates in Texas
Current Employment Status

STATUS	COUNT	PCT
Full-time/pay	1,909	40.1
Part-time	610	12.8
Full-time/no pay	234	4.9
Unemployed/not seeking	420	8.8
Unemployed/seeking	1,555	32.6
Retired/not employed	35	.7

Type of Employment. The most frequently cited occupations among GED candidates are *handlers, helpers, and laborers* (construction, freight, sanitation) (14%); *sales* (13%); and service (including cooks, custodians, and waiters/waitresses) (11%). About 7% have never worked (see Table 9).

Table 9
GED Candidates in Texas
Type of Employment

N = 4,430

CATEGORY	COUNT	PCT
Handlers, equipment cleaners, helpers, and laborers	599	13.5
Transportation and material moving	161	3.6
Machine operators, assemblers, and inspectors	310	7.0
Precision production, craft, and repair	147	3.3
Farming, forestry, or fishing	49	1.1
Protective service	57	1.3
Homemaker	273	6.2
Service	472	10.7
Private household service	164	3.7
Administrative support, including clerical	402	9.1
Sales occupations	582	13.1
Technician and related support	85	1.9
Military	140	3.2
Professional specialty occupations	91	2.1
Executive, administrative, and managerial	71	1.6
Other	530	12.0
Never worked	297	6.7
Total	**4,430**	**100.0**

Employment Plans. Candidates were asked to indicate their employment plans for the next year. As shown in Figure 4, 41 of 100 plan to get a job, and 22 in 100 plan to change employers. Approximately 24% plan to stay with their current employer; about 4% hope to start their own business.

Educational Plans. Figure 5 shows that about 39% of the GED candidates plan to attend community/junior college during the next year. Approximately 26% plan to receive on-the-job training; 22% plan to attend technical/trade or vocational school.

About 15% plan to be involved in two educational activities (e.g., attend community college *and* receive on-the-job training). About 3% plan to be involved in three or more activities.

First Learned about GED Program. Approximately 52% of the GED candidates report knowing about the GED testing program before they left school. As shown in Figure 6, another 18% learn about the program within one year of leaving school. Approximately 16% first learned about the program 6 or more years after leaving school.

As shown in Figure 7, most candidates first learn about the GED Testing Program from friends and neighbors or relatives. Across all age groups, the percentage of candidates learning from friends varies from 43% to 47%. The percentage of candidates learning about the GED program from relatives is approximately 27% for 16-21 year-olds, 20% for 22-29 year-olds, and about 15% for candidates 30 years and older. Thus, when compared to younger GED candidates, older candidates are less likely to have first learned about the GED program from relatives.

Forty-nine percent of the men and 45% of the women first learn about the GED from a friend. The percentages by which men and women first learn about the GED, whether from relatives, television or radio, or magazines or newspapers are also roughly equal.

One out of every two Hispanics first learns of the GED program from a friend. By comparison, 37 of 100 black candidates and 31% of white candidates find out from a friend.

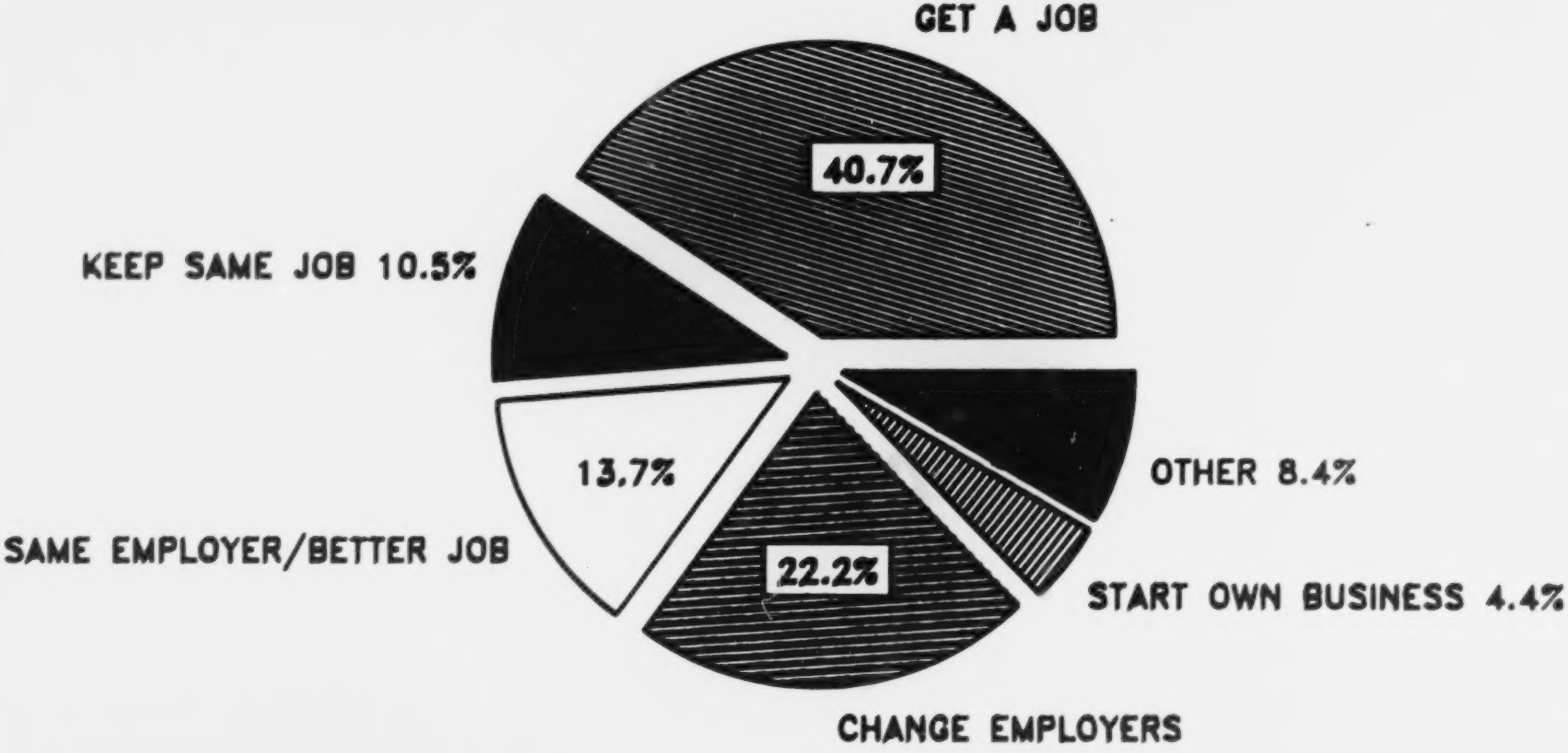
A school or educational agency first informs about 16% of whites, 10% of blacks, and 8% of Hispanics. Guidance counselors are first for about 7% of blacks, 6% of whites, and 2% of Hispanics.

Overall, approximately 19% first learn about the program through school/education agencies. Guidance counselors are the first to inform 8% of the GED candidates. Television and radio (combined) account for about 1% of the ways candidates *first* learn about the program.

Career Counseling Before GED Testing. About 45% of the candidates receive career or job-related counseling before taking the GED Tests. For 1 of 5 GED candidates, career counseling comes from a friend or relative. One of ten candidates is counseled by a community college counselor, and 1 of 8 receives counseling either from a state employment official or a military recruiter.

Fifty-five percent of GED candidates do not receive career counseling before taking the GED Tests. Thirty-seven percent of all respondents say they wanted no career counseling. **Almost 1 of every 5 GED candidates indicates wanting career counseling, but having had none available.**

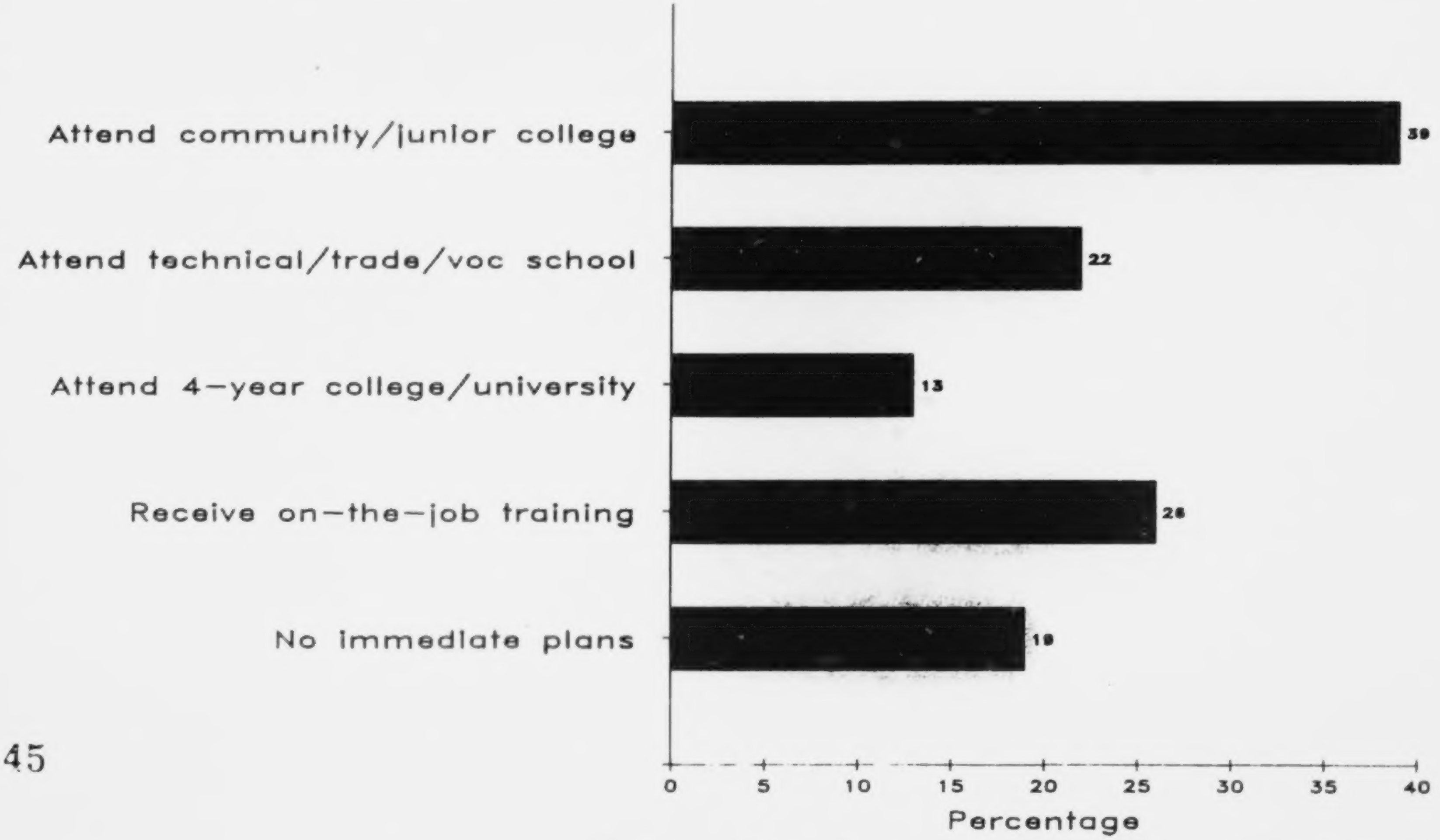
Figure 4. GED CANDIDATES IN TEXAS EMPLOYMENT PLANS DURING THE NEXT YEAR



Source: ACE/TEA Research Project 6/85 – 12/85 (N=4,636)

Figure 5. GED CANDIDATES IN TEXAS EDUCATIONAL PLANS

(Percentage selecting each option)

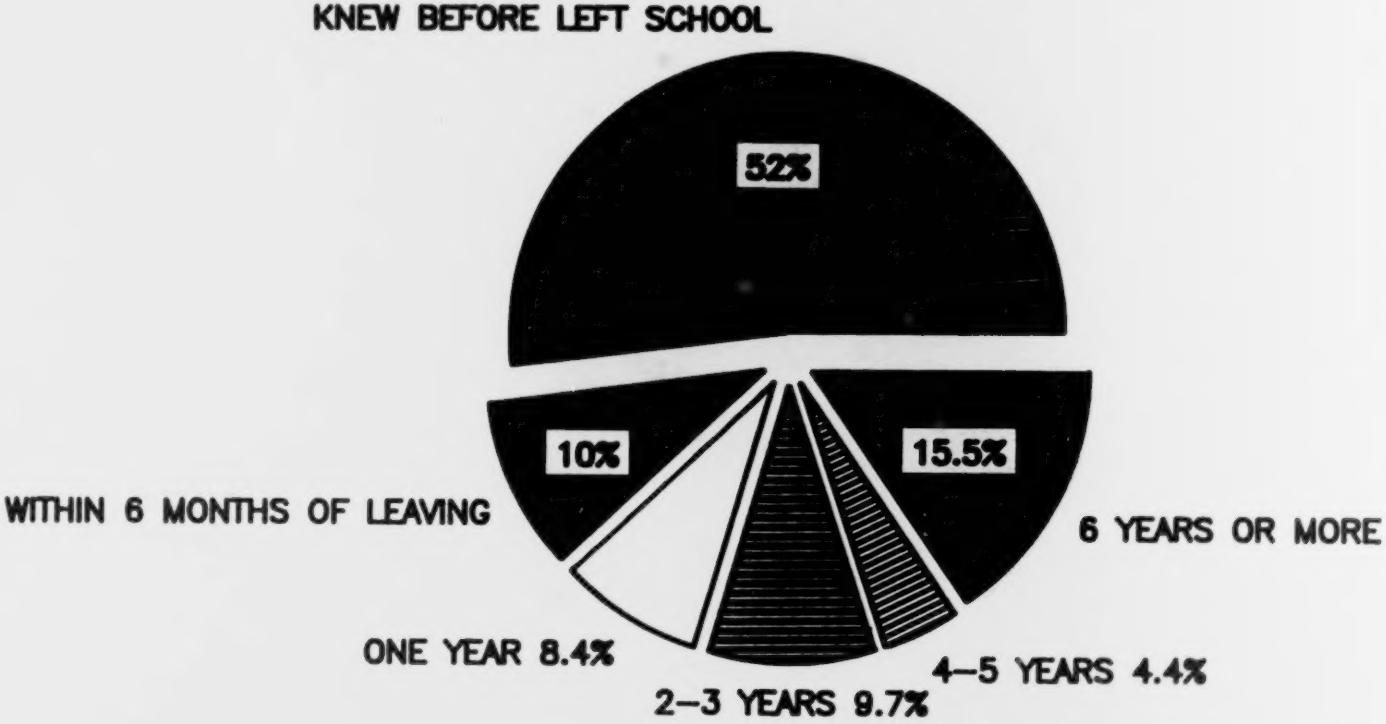


Source: Texas Research Project 6/85 -12/85 (N=4,831)

Figure 6.

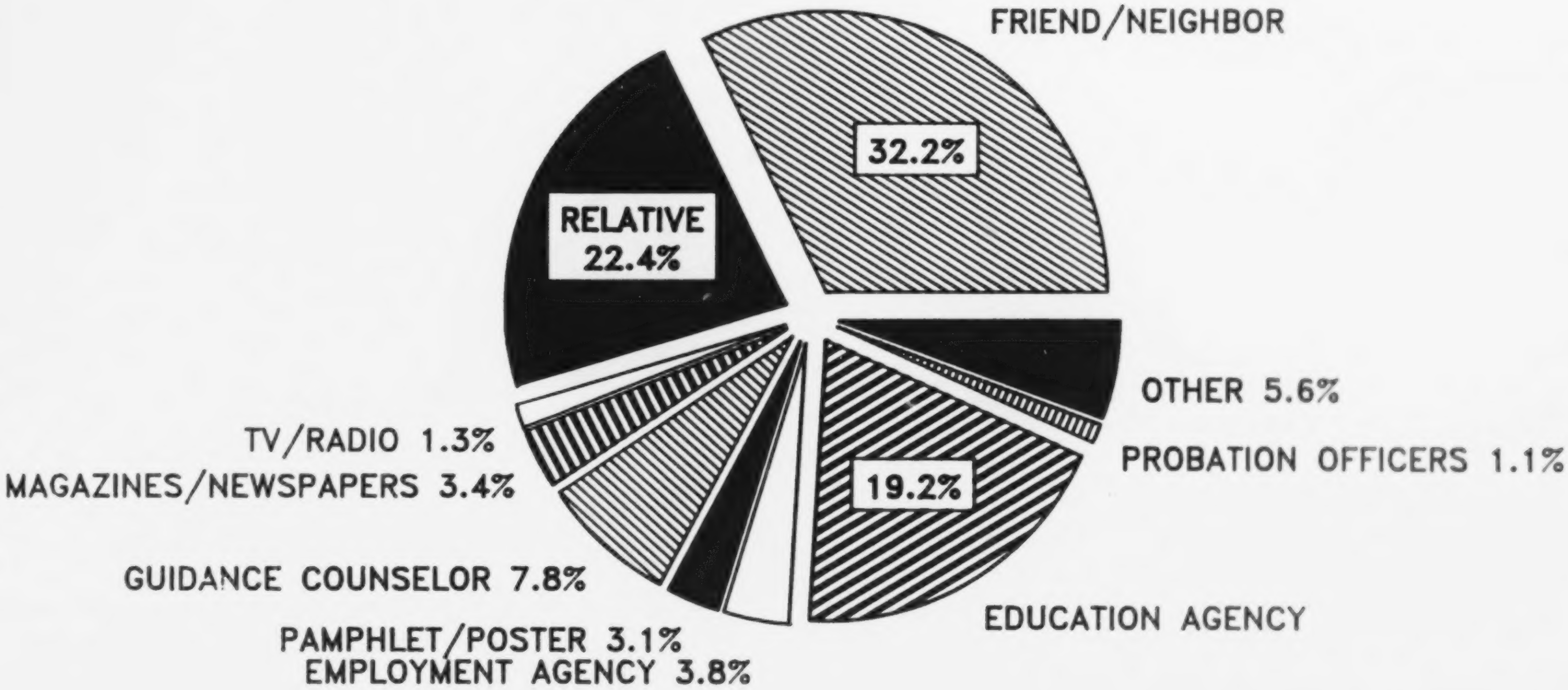
GED CANDIDATES IN TEXAS WHEN FIRST LEARNED OF GED PROGRAM

(Percentage selecting each response)



Source: ACE/TEA Research Project 6/85 – 12/85 (N=4,702)

Figure 7. GED CANDIDATES IN TEXAS LEARNED ABOUT GED TESTING PROGRAM FROM . . .



Source: ACE/TEA Research Project 6/85 – 12/85 (N=4,860)

"Triggers". Based on adult learner interviews describing hundreds of transitions and triggering events, Aslanian and Brickell (1980) identified seven life areas to help explain the what and how (and often where, when, from whom, and with whom) adults learn. Using a slight modification of Aslanian and Brickell's scheme to determine what may "trigger" GED candidates to pursue their high school equivalency credential, we asked candidates to indicate recent changes that have occurred in their careers, family life, free time, personal health, citizenship, and awareness about adult education and the GED.

As shown in Figure 8, approximately 65% experienced recent *career* changes (e.g., starting a new job, seeking a new or better job); about 29% report recent changes in *awareness* about adult education and the GED (e.g., learning about the GED program and/or classes); 18% report changes in their *family life* (e.g., recently married, divorced, illness, death of family member, etc.). About 3% have recently become disabled or have recovered from illness. Overall, approximately 18% of the candidates reported two recent life changes, while 7% experienced changes in three or more categories.

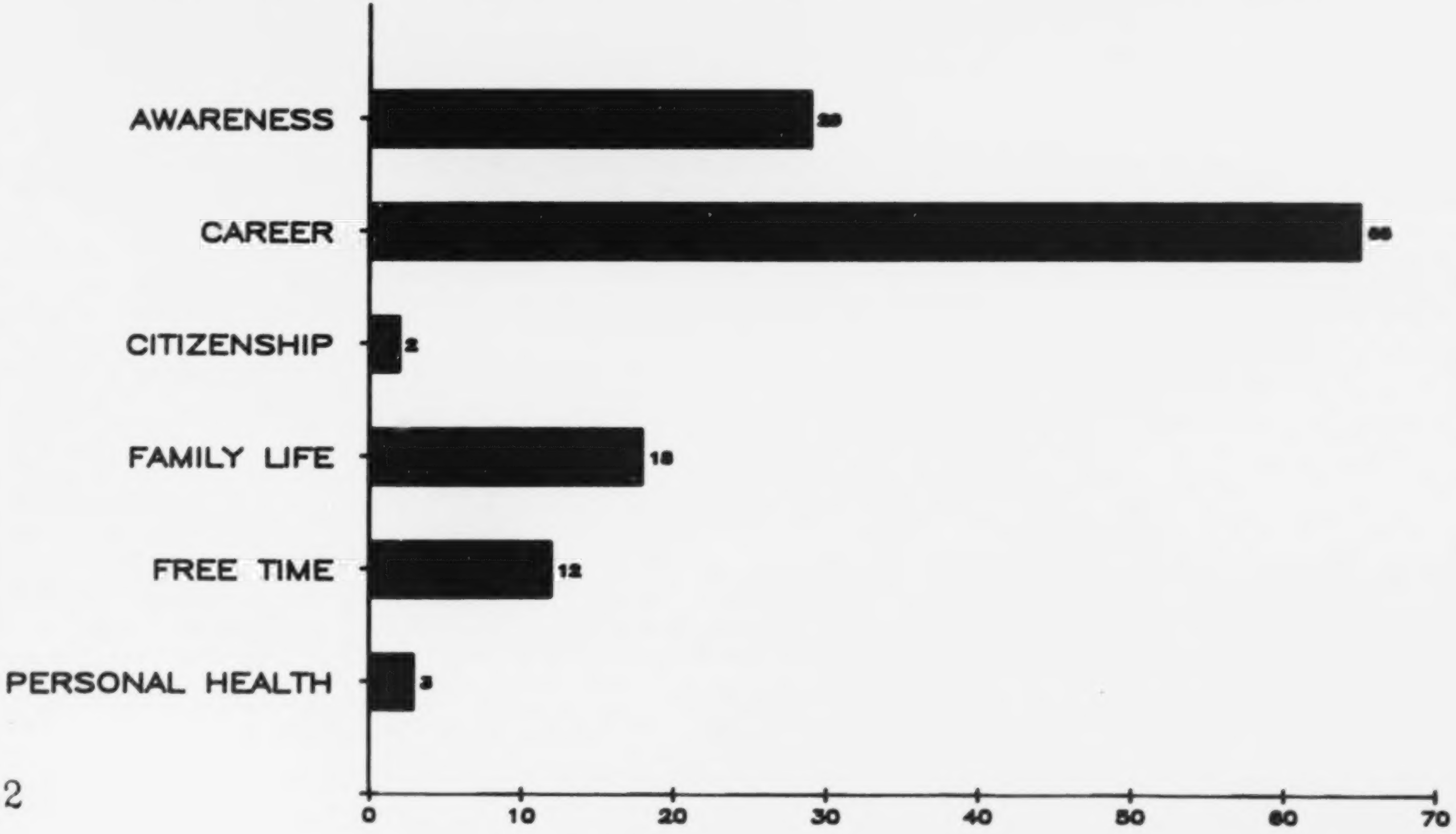
Sources of Support and Guidance. Candidates were asked to name the person(s) who were encouraging them to take the GED Tests. **The number of candidates who say their source(s) of support come from outside their family is far greater than those way say their support comes from within the family.**

Employers were listed as a source of support by 37% of the candidates; a minister or spiritual counselor by 26%; friends or teachers by 23%; other family members by 22%; a spouse by 12%; and "no one" by 11%.

Expectations. Candidates take the GED Tests for a variety of reasons, and have certain expectations about benefits associated with earning a GED credential. About 44 out of 100 report at least two general expectations. About 10% have four or more expectations. As shown in Figure 9, the most frequently reported expected outcome is "to be admitted to an educational institution." About 2 out of 5 expect that earning their GED high school equivalency credential will help them "get a job." "To enter the military" is reported by about 10% of the candidates.

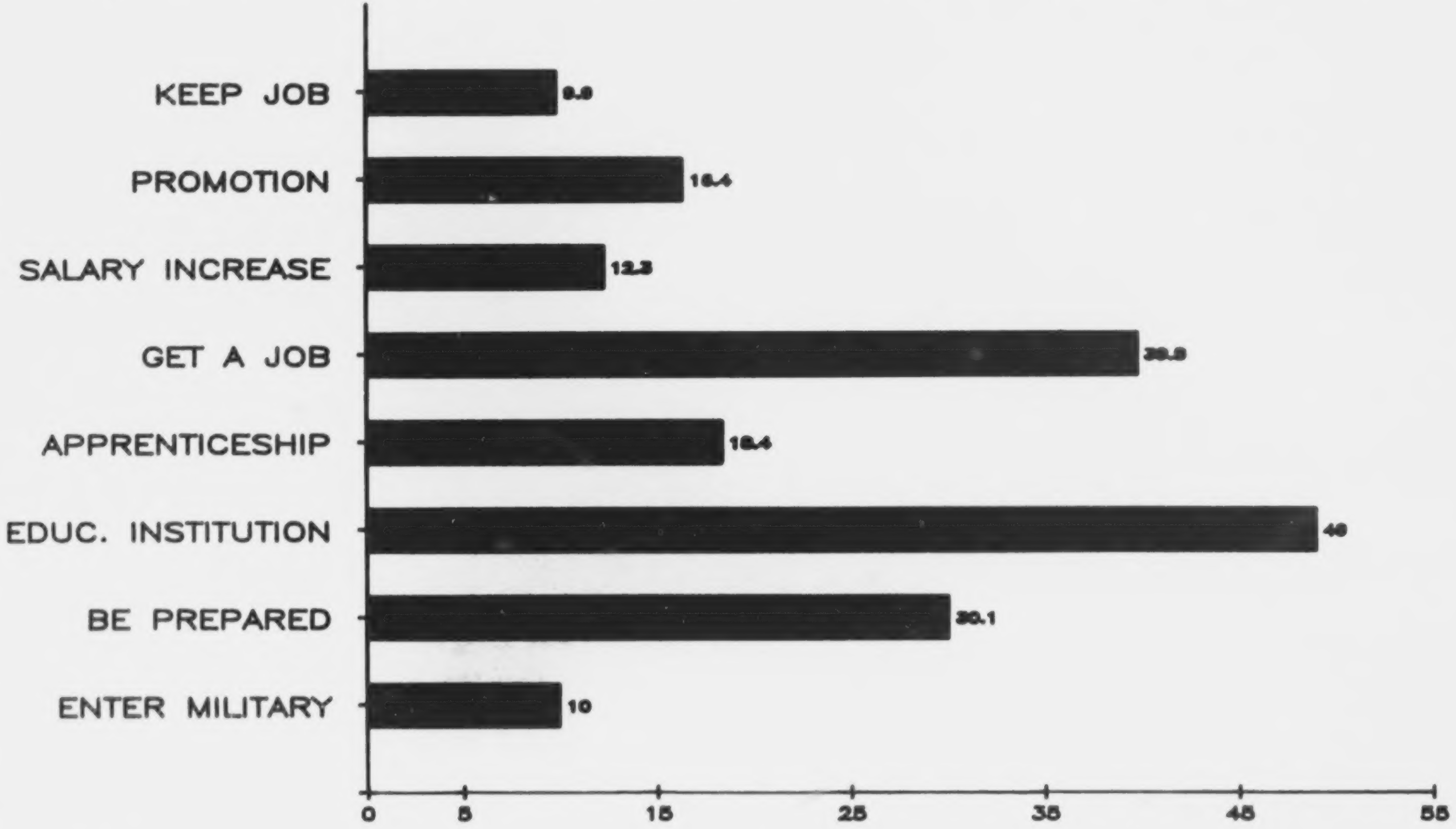
Most important reason for testing. Similar to the findings of the spring 1980 national GED candidate survey (Malizio & Whitney, 1981), approximately 2 out of every 5 of the candidates in Texas take the GED Tests for employment-related reasons (see Figure 10). Thirty percent take the tests to meet an educational admissions requirement. Approximately 5% cite a military requirement as their most important reason for taking the tests.

Figure 8. GED CANDIDATES IN TEXAS
RECENT LIFE CHANGES
(Percentage identifying each area)



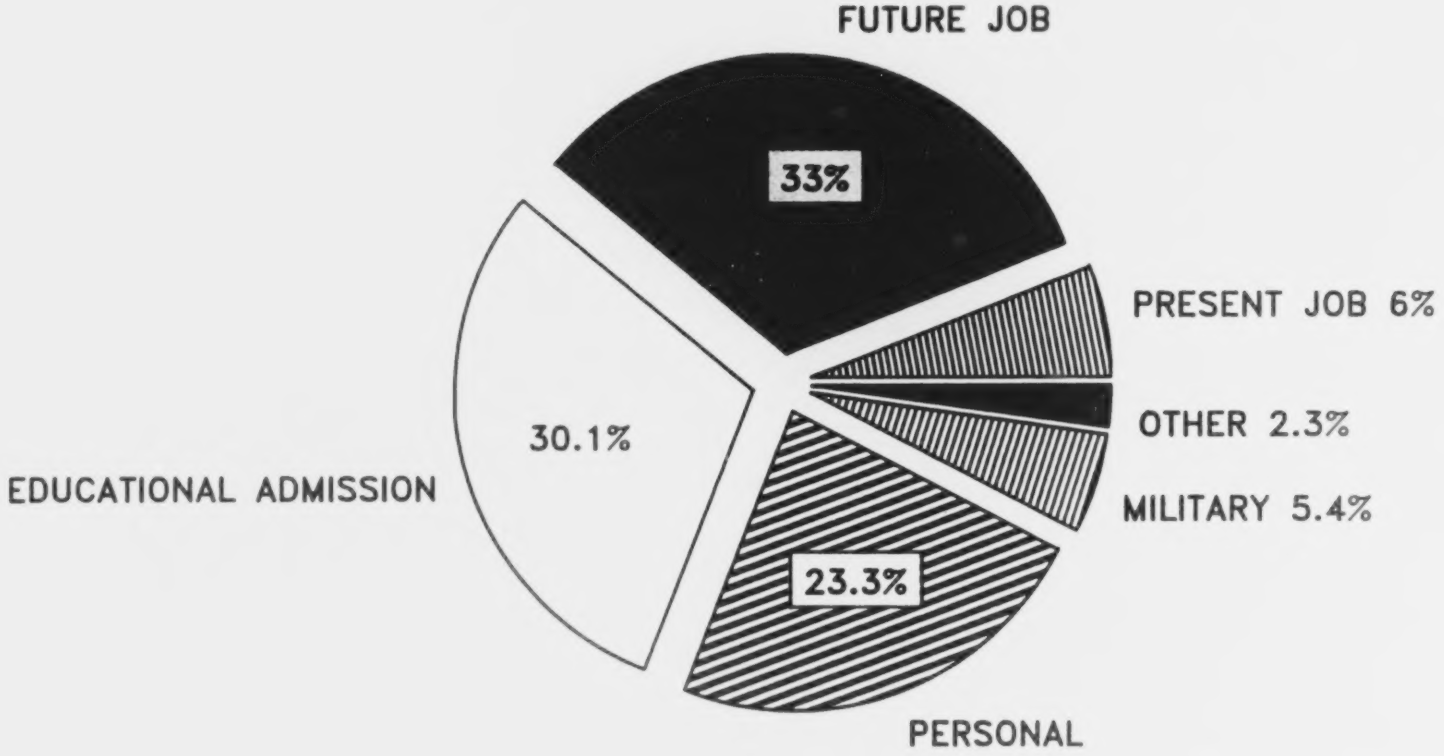
Source: ACE/TEA Research Project 6/85 – 12/85 (N=4,709)

Figure 9. GED CANDIDATES IN TEXAS EXPECTED OUTCOMES (Percentage indicating each outcome)



Source: ACE/TEA Research Project 6/85 – 12/85 (N=4,907)

Figure 10. MOST IMPORTANT REASON FOR TAKING THE GED TESTS



Source: Texas Research Project 6/85 – 12/85 (N=4,715)

GED CANDIDATES
Free-Time Activities and Exposure to Mass Media

GED candidates spend their work and free time involved in many different media-related activities. GED candidates were asked to indicate the number of hours per week that they read, watch television, or listen to the radio. This information may help in designing a marketing campaign to increase awareness about GED programs in Texas.

Reading habits. Seventy-five percent read on a regular basis. Figure 11 indicates that 43% read at least 1-5 hours per week, and that approximately 1 out of every 4 candidates read between 6-16 hours per week. Nearly 9% read for 17 or more hours per week.

What types of materials do GED candidates read at least once per week? Nearly 30% read books, 8% read journals, and 7% read manuals. Approximately 42% read magazines. Almost 3 of every 4 read the newspaper on a regular basis. Thirty-five percent of the people taking the GED Tests in Texas regularly read three or more of the materials cited above.

As shown in Table 10, the most frequently read section of the paper is the local news. More than half read the national news, 40% read the classified section, 36% read the entertainment/TV section. The sports and comics sections are each read by approximately 30% of those taking the tests. The editorial section is the least frequently read section of the newspaper.

Table 10
GED Candidates in Texas
Sections of the Newspaper Read Regularly

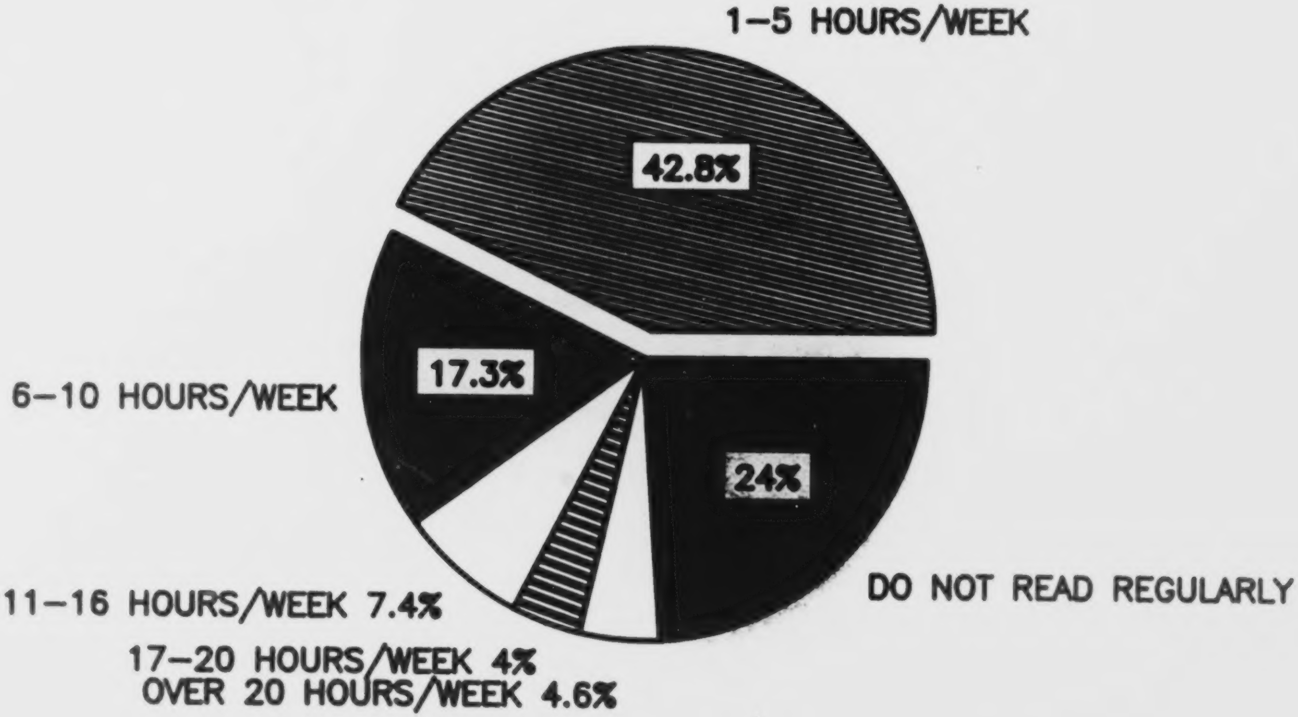
SECTION	PERCENTAGE
Classified	39.8
Comics	29.1
Editorial	23.1
Entertainment/TV	35.5
Local News	66.5
National News	53.5
Sports	28.2

Note: Percentages based on 3,046 persons responding. Percentages do not add to 100 because more than 1 section could have been selected.

Watching TV. Figure 12 summarizes the amount of television watched by GED candidates in Texas. Approximately 16% do not watch TV regularly; 31% watch 1-5 hours per week, 25% report watching 6-10 hours per week. Slightly more than 8% watch more than 20 hours per week.

Figure 11.

GED CANDIDATES IN TEXAS
READING HABITS
(Percentage selecting each response)

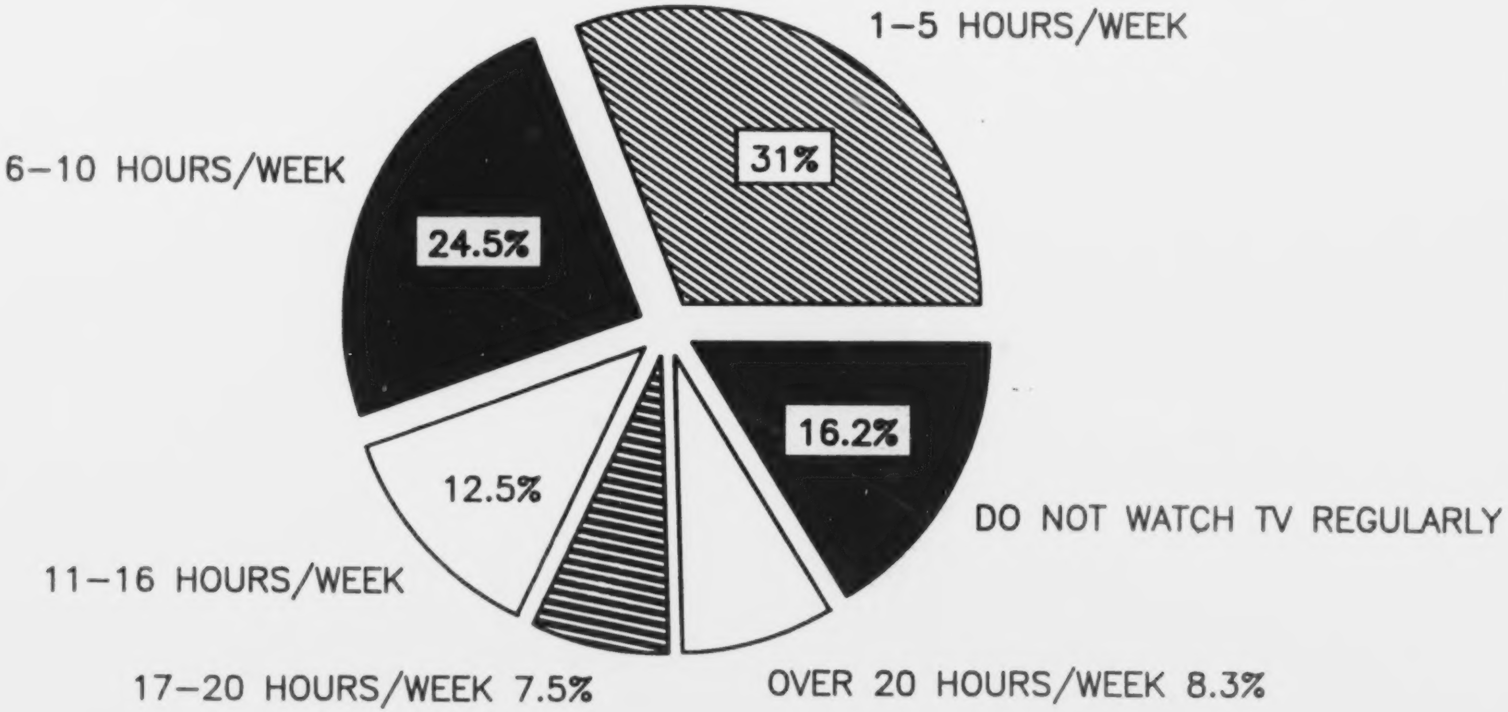


Source: ACE/TEA Research Project 6/85 - 12/85 (n=4,770)

Figure 12.

GED CANDIDATES IN TEXAS
TELEVISION VIEWING HABITS

(Percentage selecting each response)



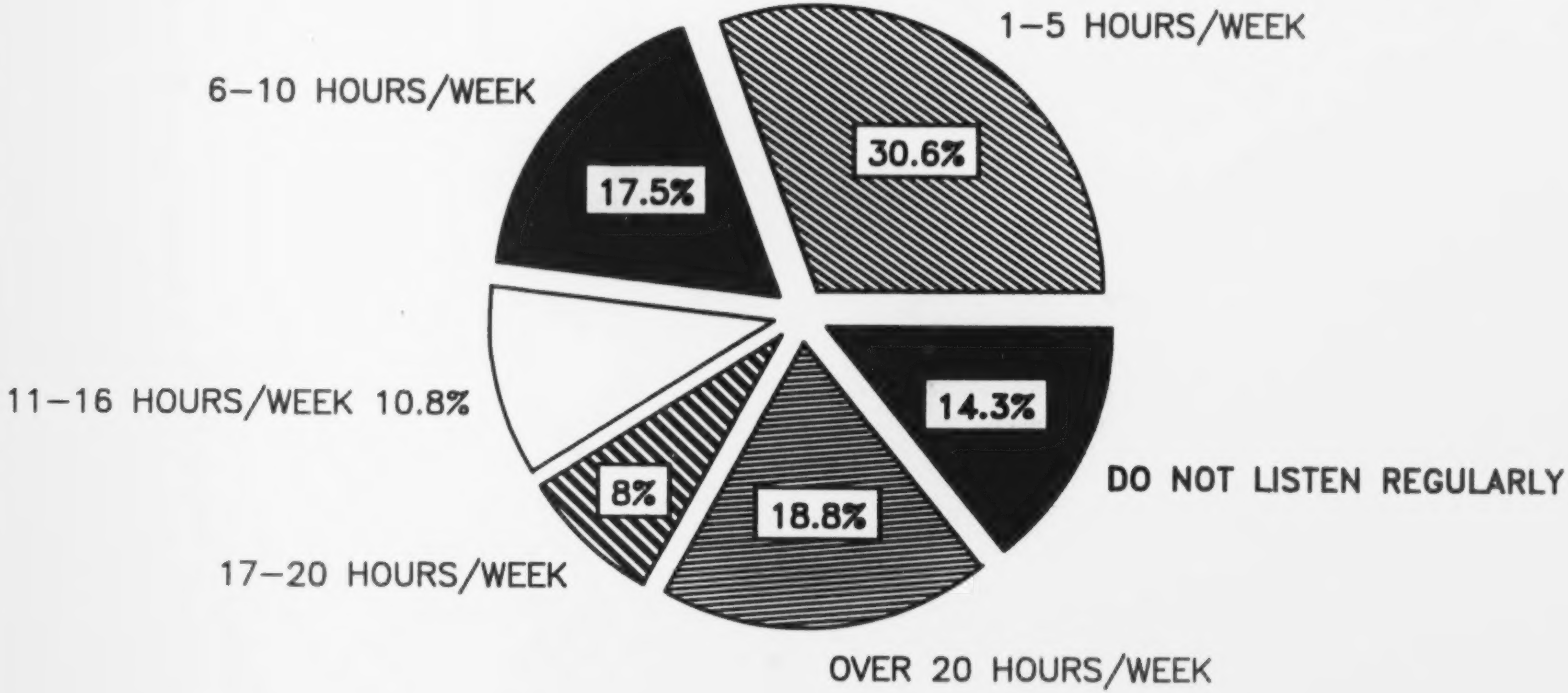
Source: ACE/TEA Research Project 6/85 – 12/85 (N=4,761)

Listening to the Radio. Figure 13 shows that approximately 14% of the GED candidates do not listen regularly to the radio. About 31% listen between 1-5 hours per week. Approximately one of five persons taking the GED Tests in Texas listens to the radio more than 20 hours per week.

Figure 14 shows that nearly one-third of the people taking the tests usually listen to rock-and-roll radio stations. About 30% listen to popular music, 19% listen to country and western. Less than 5% listen to radio stations that broadcast in Spanish.

Figure 13.

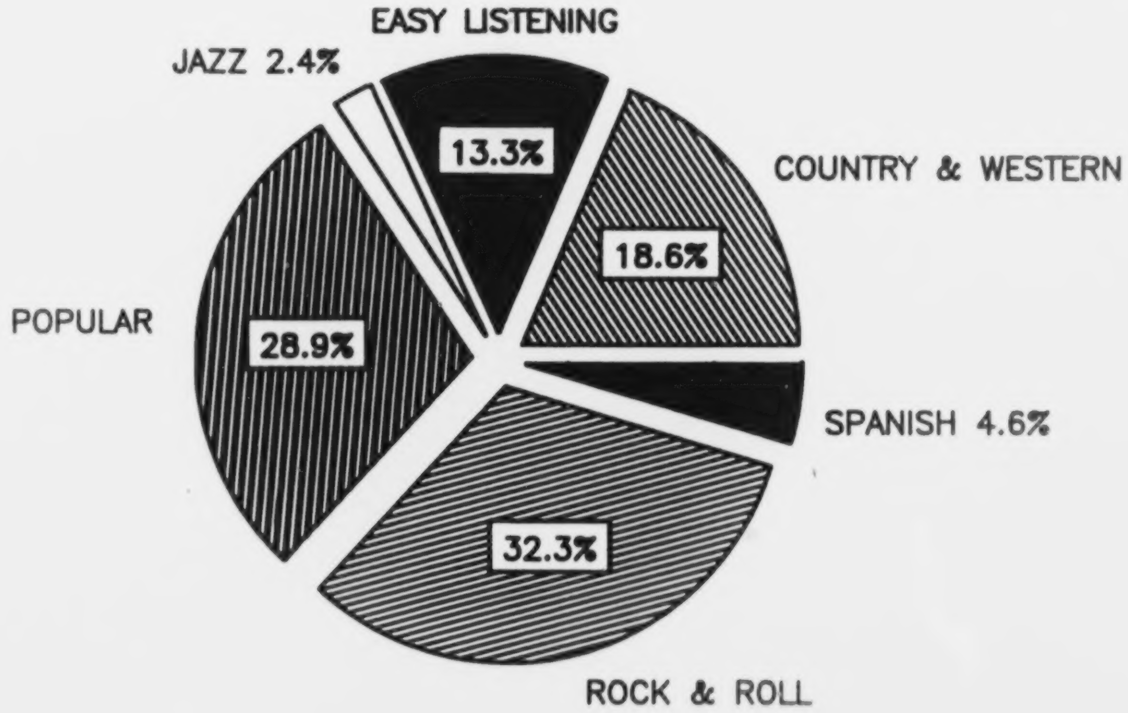
GED CANDIDATES IN TEXAS
RADIO LISTENING HABITS
(Percentage selecting each response)



Source: ACE/TEA Research Project 6/85 – 12/85 (N=4,731)

Figure 14.

GED CANDIDATES IN TEXAS
TYPE OF RADIO STATION USUALLY LISTENED TO
(Percentage selecting each response)



Source: ACE/TEA Research Project 6/85 – 12/85 (N=4,209)

GED CANDIDATES
Preparing for the GED Tests

Approximately 77 out of 100 GED candidates prepare for GED testing in some way, including attending review classes, working with a tutor, studying from books, and/or viewing televised GED preparation programs.

Review Class Attendance. Approximately 3 out of every 10 GED candidates report attending a review class in writing; almost one-third of the candidates attend a review class in social studies; nearly 3 out of 10 attend a science review class; about 36 out of 100 attend a review class in reading; about 4 of every 10 candidates participate in a mathematics review class; and about 31% attend a review class in test taking.

Only about 7 of 100 candidates work with an individual tutor; approximately 4 of every 10 candidates study from a GED preparation book; only 1% of the candidates prepares by watching a televised GED preparation program. Nearly one-third of the GED candidates report taking a GED practice test in preparation for actual GED testing. On average, GED candidates employ three of the above methods of preparation (see Table 11).

Table 11
GED Candidates in Texas
Attendance at Review Classes

CLASS	COUNT	PCT
Writing	959	31.3
Social Studies	937	30.6
Science	897	29.3
Reading	1,087	35.5
Mathematics	1,222	39.9
Test Taking	939	30.6
Individual Tutor	209	6.8
Took Practice Test	957	31.2
Studied GED Prep. Book	1,296	42.3
GED Prep. Program on TV	39	1.3

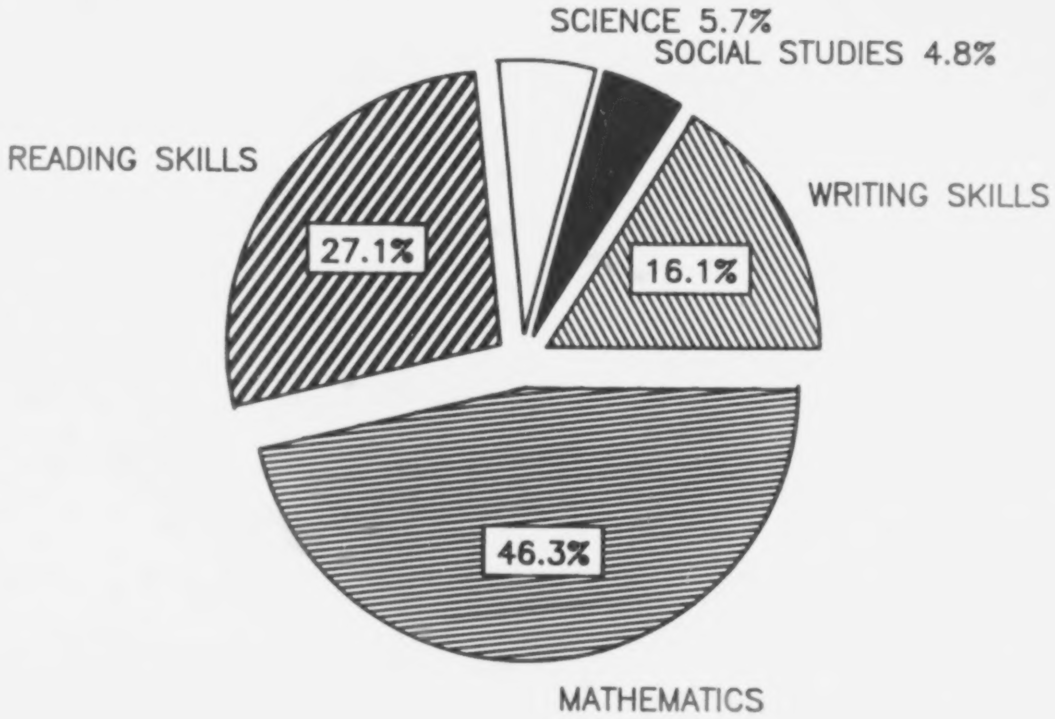
Note: Percentages based on 3,066 *persons* responding. More than one review class and/or preparation method could be indicated.

Most Important Subject Among the GED Tests. Approximately 16 out of 100 GED candidates indicate writing skills as the most important subject on the GED Test; nearly 1 of every 20 sees social studies as the most important subject; about 6% report science as the most important subject; 27 out of 100 indicate reading skills as most important. Nearly half (about 46%) cite mathematics as the most important subject on the GED test (see Figure 15).

Figure 15

GED CANDIDATES IN TEXAS
MOST IMPORTANT SUBJECT AREA STUDIED

(Percentage selecting each response)



Source: ACE/TEA Research Project 6/85 – 12/85 (N=2,940)

Total Time Spent in Preparing for GED Testing. As shown in Table 12, approximately 28 out of 100 GED candidates spend less than 1 week in preparing for the GED Test: nearly 1 in 4 candidates reports that they spend 1-3 weeks in GED preparation: nearly 21% spend 4-7 weeks preparing: about 15% prepare for 8-16 weeks; only 4% spend 17-25 weeks in preparation. About 6 out of 100 candidates spend 26 weeks or more preparing for the GED Test.

Table 12
GED Candidates in Texas
Weeks Spent in Preparing for GED Tests

TIME	COUNT	PCT	CUM PCT
Less than 1 week	909	27.5	27.5
1-3 weeks	852	25.8	53.3
4-7 weeks	703	21.3	74.6
8-16 weeks	502	15.2	89.8
17-25 weeks	135	4.1	93.9
over 26 weeks	201	6.1	100.0
TOTALS	3,302		100.0

Hours Per Week Spent Preparing for GED Test. About 3 out of 10 candidates report that they spend 1-10 hours per week in GED preparation activities; approximately 11% spend 11-19 hours per week in preparation; nearly 14% spend 20-30 hours preparing for the GED test. About 1 out of every 3 GED candidates reports spending 31 hours or more per week in GED test preparation.

Money Spent for Educational Materials. Approximately 6 of every 10 candidates indicate that they spend no money for educational materials in preparing for the GED Test. About 13% of GED candidates spend $1.00-$10.00, and almost the same percentage spends $11.00-$25.00 on educational materials. Approximately 7 out of 100 report spending $26.00-$50.00 on materials; nearly 2% spend $51.00-$75.00. About 3 out of every 100 candidates spend $76.00 or more on educational materials to use in preparation for the GED Tests.

Distance of Center from Work and Home. Approximately 1 of every 10 GED candidates reports that his/her home is less than one mile from the GED testing center; about 31 out of 100 live from 1-5 miles from the testing center. Nearly 23% travel 6-10 miles from home to the center, while 37% report a distance of more than 10 miles between the two locations. Nearly 1 in 10 GED candidates lives more than 26 miles from the nearest GED testing center.

Ways to Make Preparation Easier. Approximately 14 out of 100 GED candidates indicate that having paid time off from work would have made it easier for them to prepare for or take the GED Tests. Nearly one-fourth of the candidates report that increasing the announcements about the availability of GED preparation programs in their area would make participation easier. "Providing child care" is suggested by about 9 out of 100 candidates. Providing transportation to and from the GED testing center is cited as a means of making preparation easier by approximately 8 out of 100 candidates (see Figure 16).

About 7% of the candidates indicate that scheduling tests at a different *location* would help them, while about 11% indicate that scheduling GED tests at a different *time* would have that effect. Eight out of 100 candidates report that scheduling the preparation classes at a different location would make their participation easier. About one-fifth of the candidates indicate some other provision not mentioned above.

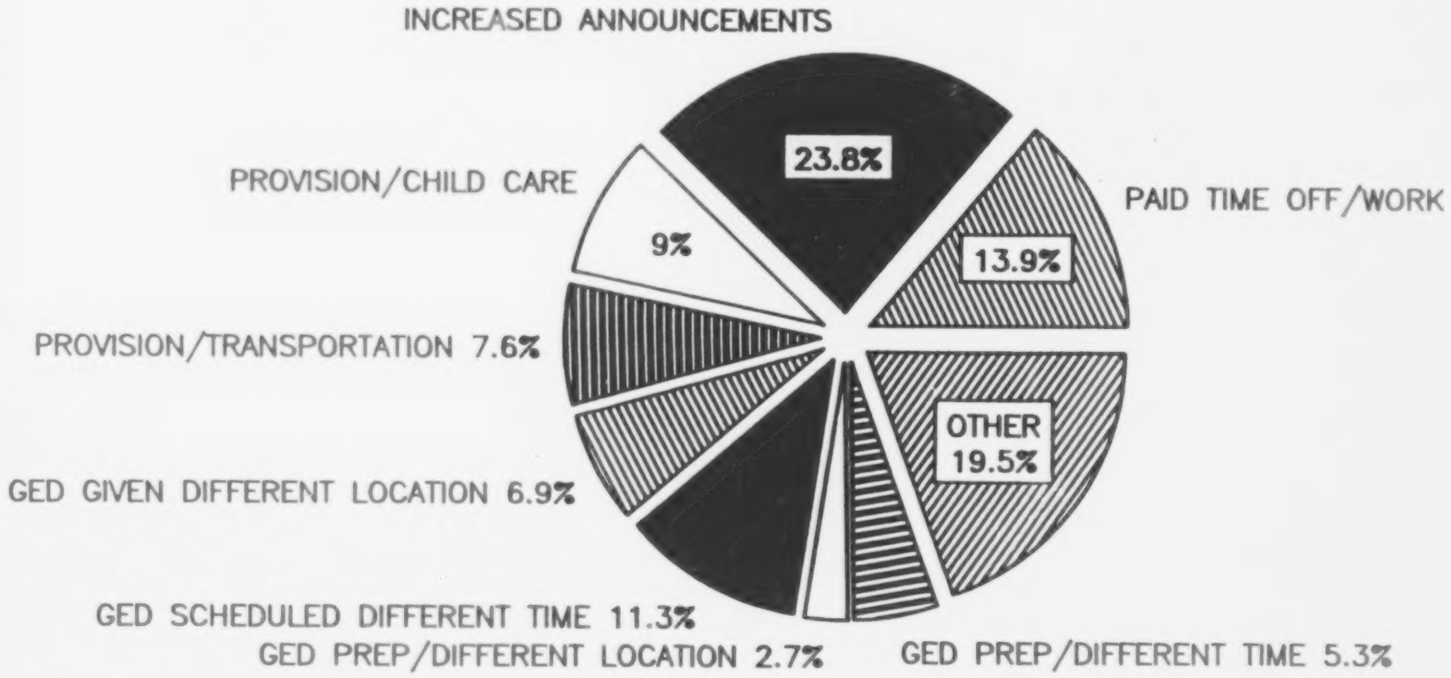
Table 13
GED Candidates in Texas
Ways to Make Preparation Easier

PROVISION	COUNT	PCT
Having Paid Time Off	588	13.9
Increasing Announcements	1,005	23.8
Providing Child Care	378	9.0
Providing Transportation	321	7.6
Scheduling Tests/ Different Location	292	6.9
Scheduling Tests/ Different Time	479	11.3
Scheduling Prep. Classes/ Different Location	337	8.0
Other	823	19.5
TOTALS	4,223	100.0

Average Standard Score on Each GED Test by Gender. As shown in Figure 17, the average standard scores obtained by male and female GED candidates on 2 of the 5 GED subtests administered are identical. Both gender groups obtained an average standard score of 49 on the reading skills subscale and a score of 46 on the mathematics subscale. Both groups also obtained an identical overall average standard score of 48, which was averaged across the five subscales. Male candidates averaged one standard score unit above females on three of the GED subtests (i.e., writing skills, social studies, and science). Average standard scores for males on those subscales were 46, 48, and 50, respectively.

Figure 16

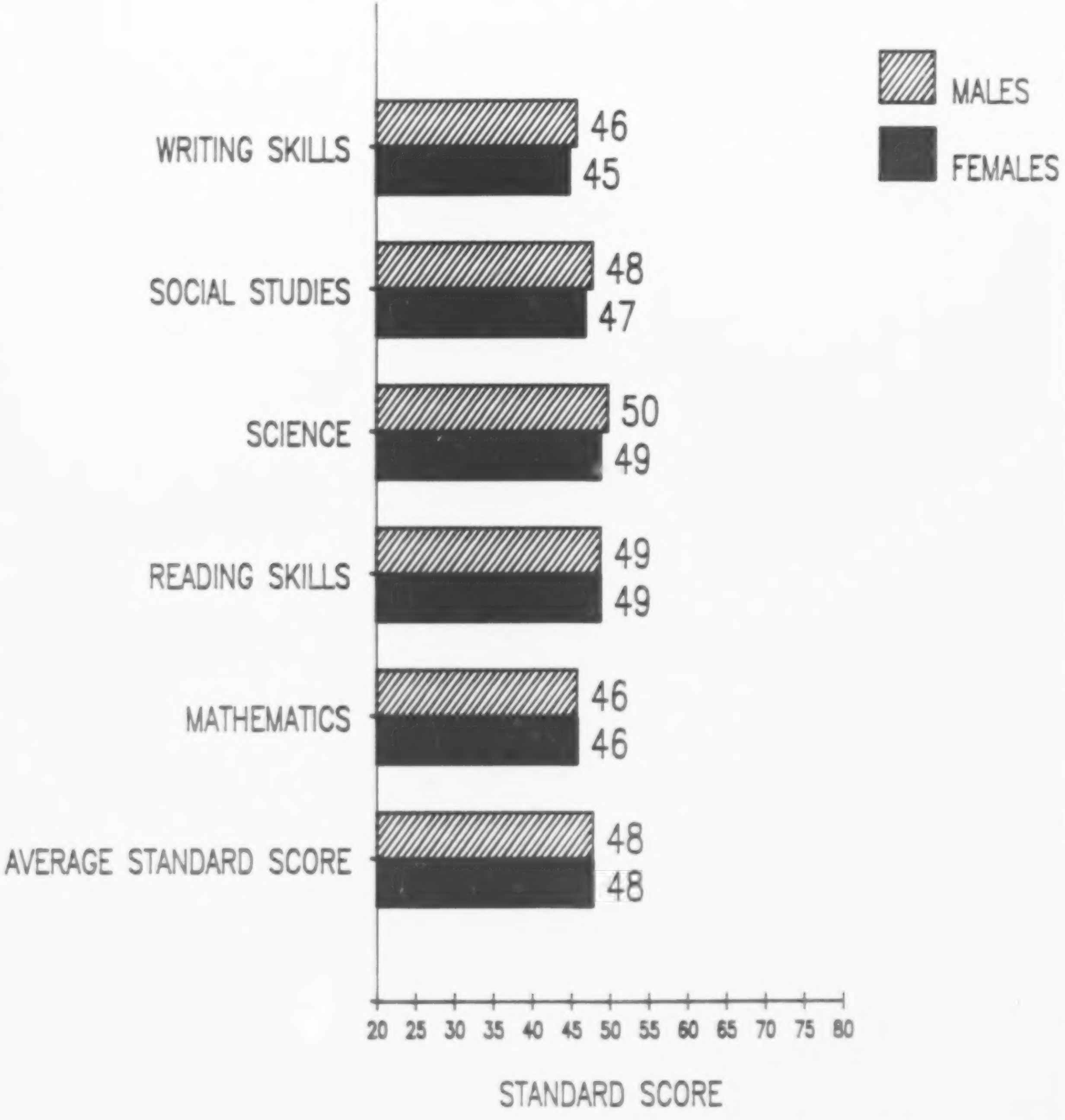
GED CANDIDATES IN TEXAS
MOST IMPORTANT FACTOR / MAKING PARTICIPATION EASIER
(Percentage selecting each response)



Source: ACE/TEA Research Project 6/85 – 12/85 (N=4,223)

Figure 17

GED CANDIDATES IN TEXAS
TEST RESULTS BY SUBJECT AREA
(Average std. score by gender)



Source: ACE/TEA Research Project 6/85 – 12/85 (N=3,256)

Table 14
GED Candidates in Texas
Average Standard Score on Each GED Subscale by Gender

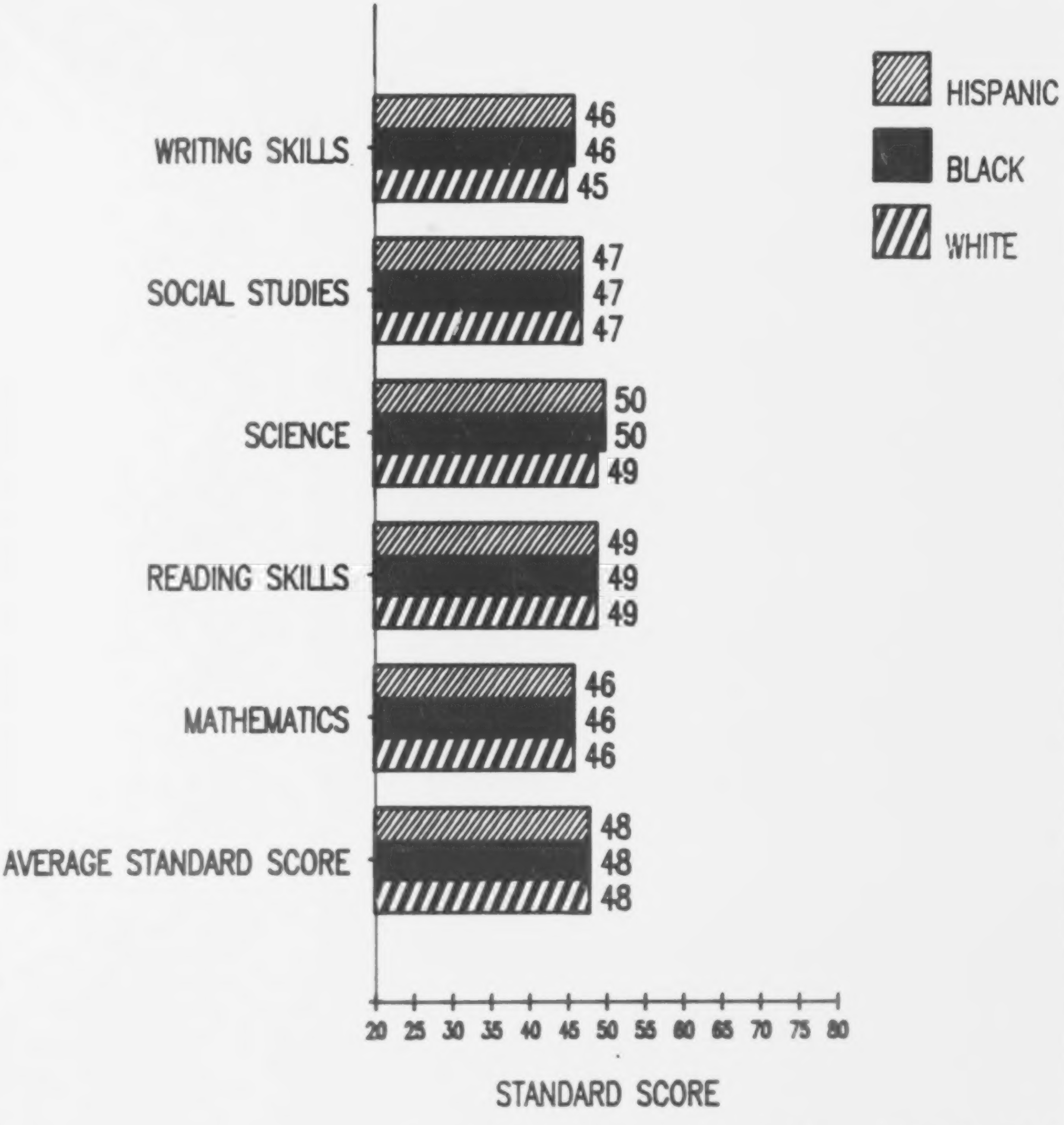
SUBSCALE X GENDER	COUNT	MEAN	S.D.
Writing Skills			
Males	1613	45.7	8.1
Females	1947	45.1	7.9
Social Studies			
Males	1594	47.6	8.2
Females	1896	47.0	8.1
Science			
Males	1559	49.8	8.6
Females	1890	49.3	8.3
Reading Skills			
Males	1634	48.9	8.5
Females	1966	48.7	8.3
Mathematics			
Males	1539	46.3	7.2
Females	1856	45.7	6.9
Avg. Std. Score			
Males	1371	48.1	6.8
Females	1651	47.7	6.7

Average Standard Score on Each GED Test by Race/Ethnic Background. Figure 18 shows that the average standard scores of Hispanic, black, and white GED candidates are identical in three of the five subject areas included in GED testing. Hispanic, black, and white examinees obtained identical standard scores of 49 on the reading skills subtest, 47 on the social studies subtest, and 46 on the mathematics subtest. Appendix C contains the means and standard deviations by age group and ethnic background.

Hispanic and black GED candidates obtained identical scores on all GED subtests. With scores of 46 and 50 on the writing skills and science subscales, respectively, Hispanic and black candidates scored one standard score unit above white examinees, on the average. The overall average standard scores (i.e., across all GED subscales) are identical for each of the three ethnic groups examined. All examinees obtained mean standard scale scores of 48.

Figure 18

GED CANDIDATES IN TEXAS
TEST RESULTS BY SUBJECT AREA
(Average std. score by ethnic background)



Source: ACE/TEA Research Project 6/85 - 12/85 (N=3,256)

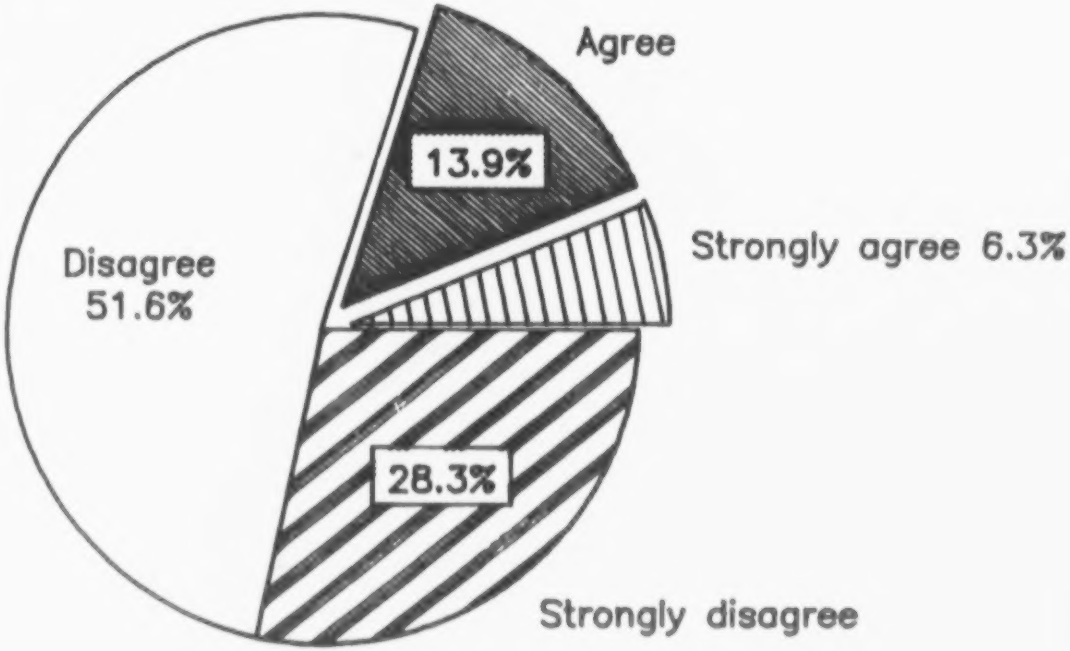
Table 15
GED Candidates in Texas
Average Standard Score on Each GED Subscale by Race/Ethnic Background

SUBSCALE X ETHNIC	COUNT	MEAN	S.D.
Writing Skills			
Hispanic	1062	45.6	8.0
Black	458	45.8	8.1
White	1870	45.1	8.0
Social Studies			
Hispanic	1048	47.3	7.9
Black	443	47.3	8.4
White	1831	47.2	8.1
Science			
Hispanic	1043	49.5	8.5
Black	440	49.7	8.3
White	1800	49.4	8.4
Reading Skills			
Hispanic	1101	49.0	8.4
Black	444	49.1	8.3
White	1883	48.6	8.4
Mathematics			
Hispanic	1005	46.0	7.0
Black	429	46.0	6.9
White	1802	45.9	7.1
Average Std. Score			
Hispanic	906	48.0	6.7
Black	378	47.9	6.9
White	1594	47.7	6.8

Additional Information. To elicit additional information about candidates' motivations, GED candidates were asked some additional questions about achieving success in school and in life. Approximately one-fifth of the candidates agree or strongly agree with the statement "good luck is more important for success than hard work" (see Figure 19). The remaining 80% of the candidates disagree or strongly disagree with that statement.

About 4 of every 10 candidates believe that "something or someone" stops them every time they try to get ahead. Sixty percent of the GED candidates sampled disagree with that statement.

Figure 19. GOOD LUCK IS MORE IMPORTANT FOR SUCCESS THAN HARD WORK?



Source: ACE / TEA Research Project (6/85–12/85) (N=4,160)

About 1 in 10 candidates reports agreement or strong agreement with the statement that they have "no chance to be successful in life." while 89% disagree or strongly disagree with that assessment. Approximately 42 out of 100 candidates indicate that learning new material is "sometimes very difficult." Thirty-seven percent believe they would have done better in school if "teachers had taught more slowly." About 63% disagree or strongly disagree with that contention.

Agreement to Participate in Follow-up Studies. Approximately 7 out of every 10 GED candidates agree to participate in follow-up studies.

KEY FINDINGS: ADULT EDUCATION STUDENTS

Nearly 6,000 adult education students from the fifteen counties in Texas with the largest Hispanic populations responded to this survey. The statements that follow are among the key findings concerning those students.

WHAT ARE THE DEMOGRAPHIC CHARACTERISTICS OF ADULT EDUCATION STUDENTS?

- **Seven out of ten adult education students report their origin as Hispanic.**
- About 1 out of 7 students is black.
- One out of eleven adult education students is white.
- **The average age of adult education students is 29 years. About one in five is 19 or younger, compared to one in four who is 35 or older.**
- Two out of every five adult education students are born in Mexico, while 1 in 3 is a native Texan.
- **Thirty percent of the adult education students report 3 or more children in their home under the age of 18.**
- About 55% of those adult education students participating in the survey were women.
- About 50% of adult education students are married.

WHY DO ADULT EDUCATION STUDENTS NOT COMPLETE HIGH SCHOOL?

- **Adult education students (half of whom are ESL students) list "language difficulties" and "financial needs" most frequently as their reasons for not completing high school.**
- Adult education students also list many of the same reasons that GED candidates list for not completing high school, including "to take a job," or "marital reasons."
- One of nine adult education students reports not being interested in school.
- Nine of ten adult education students are enrolled part- or full-time in school.

DO ADULT EDUCATION STUDENTS WRITE?

- About 2 out of 3 adult education students report writing personal letters every month.
- About 1 out of 2 adult education students reports writing at least three times per week.
- A smaller percentage of adult education students than of GED candidates writes business correspondence or writes creatively.

ARE ADULT EDUCATION STUDENTS EMPLOYED?

- Two out of five adult education participants are employed full-time with pay.
- **Adult education participants are most likely to hold jobs as handlers/equipment cleaners/helpers/laborers, or in sales, in service, or as homemakers. Other occupations held include machine operation, administrative and clerical support, and precision production.**

WHAT ARE ADULT EDUCATION STUDENTS' EMPLOYMENT PLANS?

- About 4 of 10 participants want to "get a job"; 1 of 10 wants to "keep the same job"; and 2 of 10 want to "change employers" in the coming year.

WHAT ARE ADULT EDUCATION STUDENTS' EDUCATIONAL PLANS?

- **Fifty-five percent of adult education students want to "attend community or junior college."**
- Nineteen percent of adult education participants plan to attend a four-year college in the next year.
- About 20% of the adult education participants have "no immediate educational plans."

HOW DO ADULT EDUCATION STUDENTS FIRST LEARN ABOUT THEIR PROGRAM?

- **Nearly half of the adult education participants first learn about their program from a friend or neighbor.**
- **An additional 20% first learn from a relative.**
- Educational agencies are first to inform 1 of 10 adult education students.
- The percentage of these participants who first learn about their programs through a print or broadcast media (TV, radio, magazines, newspapers, pamphlets, or posters), 16%, is double the corresponding percentage of GED candidates.

WHAT "TRIGGERS" ADULT EDUCATION STUDENTS TO PARTICIPATE IN THEIR PROGRAMS?

- **"Recent awareness about adult education programs" is the most frequent trigger of participation by these students.**
- "Recent career changes," such as starting a new job or seeking a new or better job, are the second most frequent trigger, affecting 1 of every 2 adult education students.

WHAT OUTCOMES DO ADULT EDUCATION STUDENTS EXPECT FROM THEIR PROGRAMS?

- **Nearly half of adult education students expect to "earn my GED" as an outcome of their program.**
- Almost 4 of 10 participants expect to "learn English" from their program.

WHAT DO ADULT EDUCATION STUDENTS SAY IS THE MOST IMPORTANT REASON FOR PARTICIPATION IN THEIR PROGRAM?

- Over half the adult education students say that either "earning a GED credential," or "learning English" is their most important reason for participation.
- Less than one-quarter of adult education students give an employment-related answer as their most important reason for participating in their program.

HOW DO ADULT EDUCATION STUDENTS SPEND THEIR FREE TIME?

- **Over 75% of adult education students report that they read on a regular basis, with the majority stating they read 1-5 hours per week.**
- The majority of adult education respondents report watching 1-5 or 6-10 hours of television per week.
- **One of every four adult education students listens to a Spanish language radio station.**
- Sixteen percent of adult education students listen to rock & roll, and 10% listen to country/western radio stations.

WHAT WOULD MAKE PREPARATION EASIER FOR ADULT EDUCATION STUDENTS?

- About 1 of 3 adult education students says that more announcements about the availability of programs in the area would make preparation easier.
- Other suggestions (and the percent responding) include providing transportation (15%); giving paid time off from work (12%); and providing child care (12%).

HOW COULD SERVICES TO ADULT EDUCATION STUDENTS BE IMPROVED?

- **About 50% of those responding (who could list more than one answer) suggest more flexible program scheduling. Another 50% suggest improved instruction or materials.**
- **Some adult education students suggest improved counseling services (22%), better class facilities and equipment (20%), and better location of learning centers (19%).**

HOW CAN PARTICIPATION IN ADULT EDUCATION PROGRAMS BE INCREASED?

- **According to 71% of adult education students, more publicity is needed to increase participation in adult education programs.**
- **Of the above 71% who favor more publicity, about one-half urge TV and radio publicity, especially since many prospective participants cannot read. The remainder suggest fliers, posters, newspapers, in-school information, churches, and hot lines as sources of information.**
- **Adult education students suggest announcements pointing out that classes are "not like high school," and that teachers "make you feel smart."**

DO ADULT EDUCATION STUDENTS ENCOURAGE OTHER STUDENTS TO STAY IN SCHOOL?

- **Almost 9 out of 10 adult education students report encouraging other students to stay in school.**

ADULT EDUCATION STUDENTS
Demographic Information

Gender. Approximately 57% of the respondents are female, 43% male. About 50% are married.

Race/Hispanic Origin. Figure 20 shows the racial/ethnic backgrounds of the participants. Approximately 9% are white, 15% are black, and 71% report Hispanic background.

Age. Table 16 shows the mean, standard deviation, and a distribution by age group. The average age of the participants is about 29 years. Approximately 20%, however, are 19 years old or younger; about 24% are 20-24 years. Almost 15% are 40 or older.

Table 16
Adult Education Students in Texas
Age of Adult Education Students

N = 4,856
MEAN = 28.84
SD = 11.25

VALUE	COUNT	PCT	CUM PCT
19	986	20.3	20.3
20-24	1,166	24.0	44.3
25-29	899	18.5	62.8
30-34	650	13.3	76.2
35-39	426	8.7	84.9
40-49	434	8.9	93.9
50-59	193	3.9	97.9
60+	102	2.1	100.0

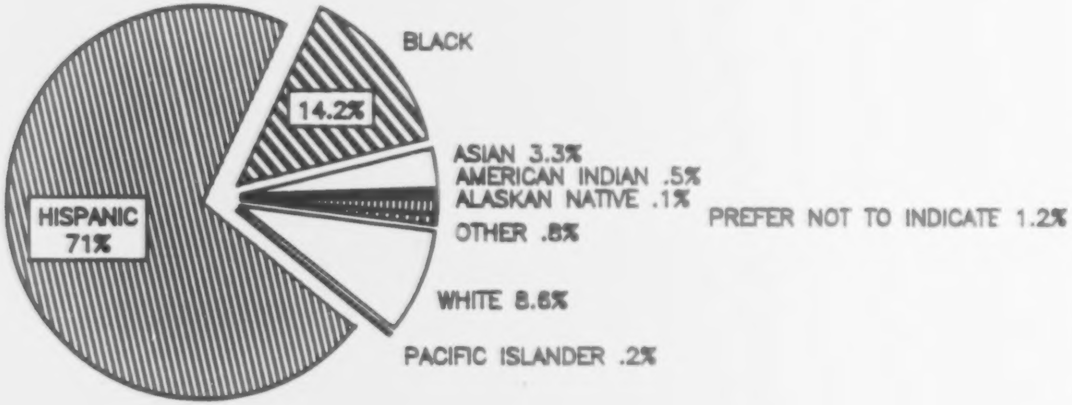
Birthplace. About 35% were born in Texas, 7% were born in another state, and 41% were born in Mexico (see Table 17).

Location. Table 18 shows the number of adult education respondents by county. More than 60% are from Harris county.

Figure 20.

ADULT EDUCATION STUDENTS IN TEXAS RACIAL BACKGROUNDS

(Percentage of each race represented)



Source: ACE/TEA Research Project 6/85 – 12/85 (N=5,408)

Table 17
Adult Education Students in Texas
Birthplace of Adult Education Students

N = 5,444

PLACE	COUNT	PCT
Texas	1,890	34.7
Another State	384	7.0
Cuba	13	0.2
Central America	520	9.5
Mexico	2,223	40.8
Puerto Rico	27	0.4
Southeast Asia	76	1.3
South America	76	1.3
Other Country	235	4.3

Table 18
Adult Education Students in Texas
Number of Respondents by County

COUNTY	COUNT	PCT
Bexar	866	15.0
Cameron	30	0.5
Dallas	78	1.3
Ft. Bend	84	1.5
Galveston	278	4.8
Harris	3,460	59.9
Hidalgo	242	4.2
Travis	66	1.1
Webb	675	11.7
TOTALS	5,779	100.0

Number of Children Living in Household. As shown in Table 19, the average number of children per household is approximately 1.8. About 26% report no children living in the home; 45% have 1 or 2 children at home; approximately 27% have 3 to 5 children at home. About 3% have 6 or more children under the age of 18 presently living at home.

Table 19
Adult Education Students in Texas
Number of Children Living in Household

N = 4,904
MEAN = 1.81
SD = 1.61

VALUE	COUNT	PCT	CUM PCT
0	1.254	25.6	25.6
1	1,078	22.0	47.6
2	1,124	22.9	70.5
3	753	15.4	85.9
4	373	7.6	93.5
5	190	3.9	97.4
6+	132	2.7	100.0

Number of Adults Living in Household. The average number of adults per household is approximately 2.7 (see Table 20). About 16% report 1 adult living in the home; 39% have 2 adults living in the household; approximately 41% have 3-5 adults; while about 4% have 6 or more adults living in the household.

Table 20
Adult Education Students in Texas
Number of Adults Living in Household

N = 5,143
MEAN = 2.70
SD = 1.39

VALUE	COUNT	PCT	CUM PCT
1	796	15.5	15.5
2	2,027	39.4	54.9
3	1108	21.5	76.4
4	691	13.4	89.9
5	301	5.9	95.7
6+	220	4.2	100.0

Sources of Household Income. As shown in Figure 21, nearly 42% report employment (including self-employment) as a source of income. Approximately 28% report their spouse's job; 3% are receiving unemployment compensation. About 12% of the respondents have no source of household income. Additional analyses indicate that approximately 17% of the adult education students have more than one source of household income.

Reasons for Not Completing High School. Figure 22 shows that approximately 11 out of every 100 adult education students leave high school because of lack of interest. Sixteen out of 100 leave for marital reasons, and about 21 in 100 leave school to take a job. Approximately 38% report more than one reason for leaving school. Overall, the least frequently reported reasons are problems with alcohol, problems with drugs, joining the armed forces, peer pressure, and family opinion.

In a related question, 95% of all responding adult education students report having many friends while in school.

Highest Grade Completed. The average highest grade completed among adult education students sampled is 8.9 (see Table 21). Approximately 46% finish the tenth grade or higher. By contrast, in 1985, the average grade completed for all GED examinees in Texas was 9.8 (GEDTS, 1986).

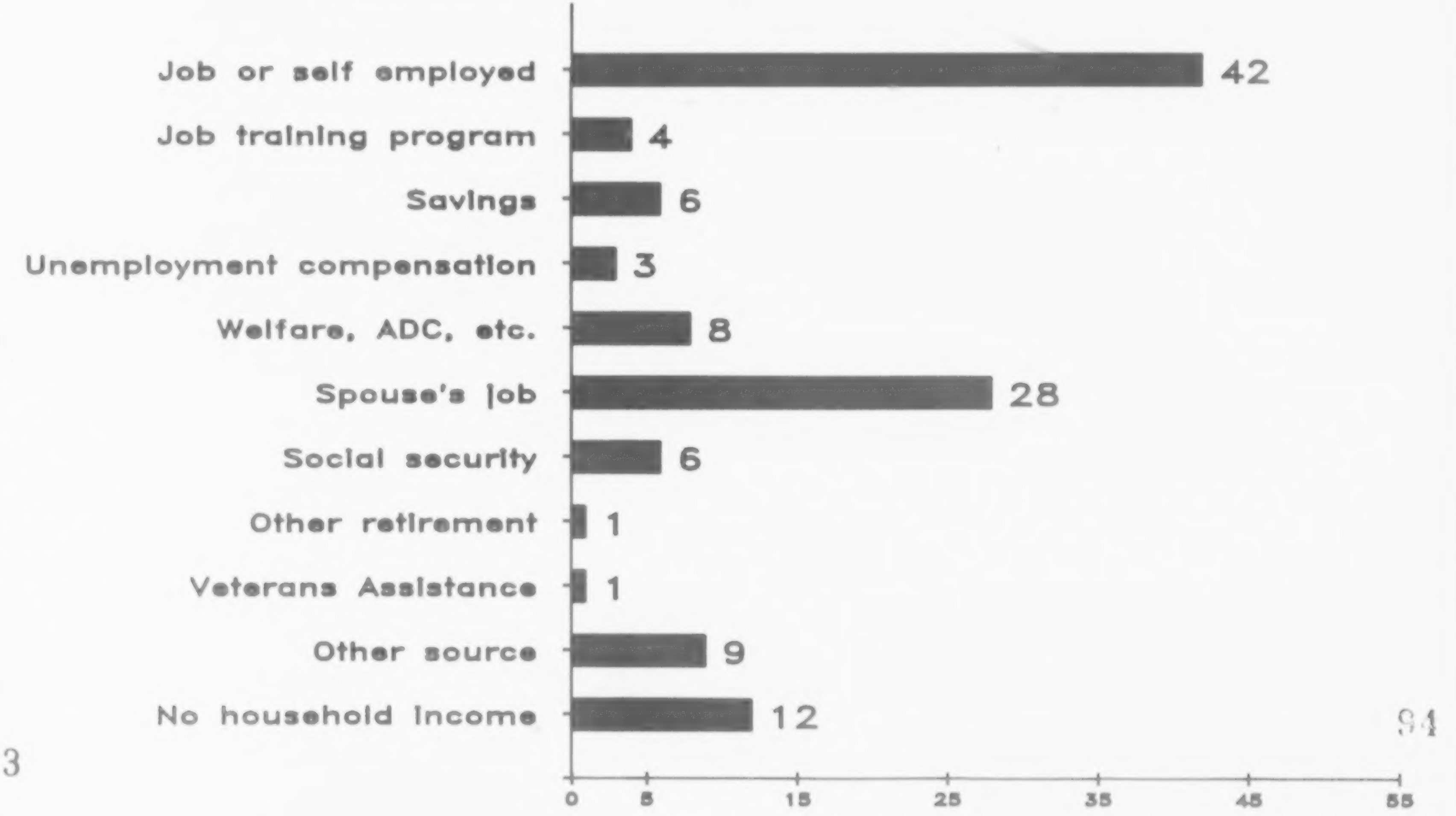
Table 21
Adult Education Students in Texas
Highest Grade Completed

N = 5,371
MEAN = 8.96
SD = 2.31

GRADE	COUNT	PCT	CUM PCT
5 or less	620	11.5	11.5
6	563	10.5	22.0
7	295	5.5	27.5
8	486	9.0	36.6
9	958	17.8	54.4
10	780	14.5	68.9
11	724	13.5	82.4
12	945	17.6	100.0

Figure 21.

ADULT EDUCATION STUDENTS IN TEXAS
SOURCES OF HOUSEHOLD INCOME
(Percentage identifying each source)

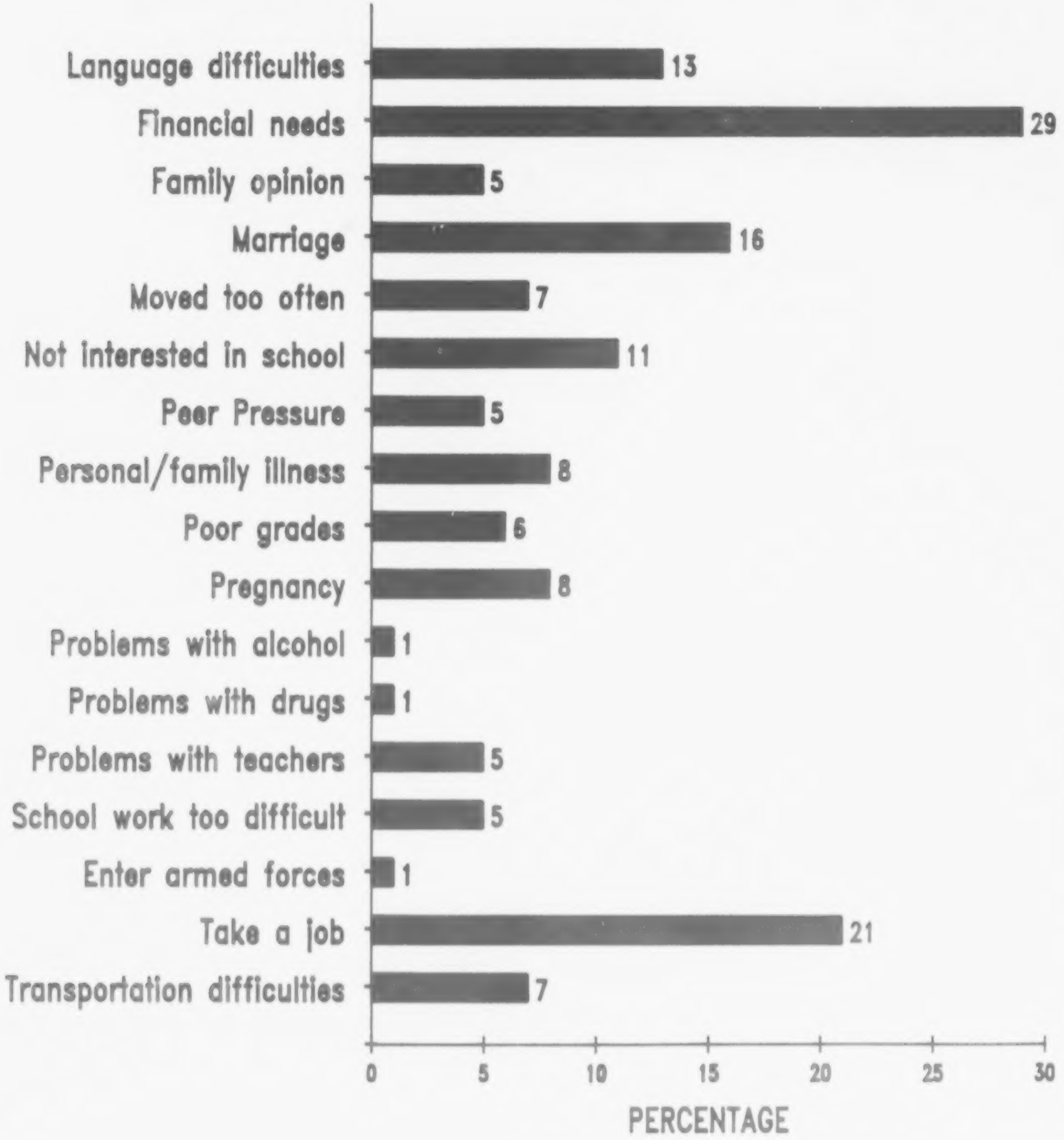


ACE/TEA Research Project 6/85 – 12/85 (N=5,235)

Figure 22.

ADULT EDUCATION STUDENTS IN TEXAS REASONS FOR NOT COMPLETING HIGH SCHOOL

(Percentage identifying each reason)



ACE/TEA Research Project 6/85 -12/85 (N=5,094)

Grades while in School. Table 22 shows that approximately 89% report grades of "mostly C" or better. About 2% have grades "below D," while 9% report grades of "mostly A."

Table 22
Adult Education Students in Texas
Grades in High School

GRADES	COUNT	PCT	CUM PCT
Below D (Sub 60)	94	1.8	1.8
Mostly D (60-64)	110	2.1	3.9
Half C/D (65-69)	402	7.7	11.6
Mostly C (70-74)	591	11.4	23.0
Half B/C (75-79)	1,218	23.4	46.4
Mostly B (80-84)	1,096	21.1	67.5
Half A/B (85-89)	1,220	23.5	90.9
Mostly A (90-100)	471	9.1	100.0

Current Student Status. Approximately 71 in 100 adult education students are enrolled part-time; 17 in 100 are full-time students; and 12 in 100 are not enrolled in school.

Writing Habits. Because the revised GED Tests to be released in 1988 will require an essay as part of the Writing Skills Test, we wanted to collect some information on current writing habits. As shown in Table 23, approximately 2 out of every 3 adult education students write personal letters. Eighteen percent write business correspondence. Additional analyses show that about 10% engage in two or more types of writing regularly, including writing in diaries, business correspondence, personal letters, and creative writing.

Results also indicate that about 5% never write; about 24% write once a month; 24% write once a week; and about 22% write three or more times a week (see Table 24).

Table 23
Adult Education Students in Texas
Writing Habits

N = 4,359

CATEGORY	PCT
Diary or Journal	11.5
Business Correspondence	18.0
Personal Letters	66.7
Creative Writing	13.8

Table 24
Adult Education Students in Texas
Frequency of Writing

AMOUNT	PCT
Never	5.2
Once/month	23.6
Once/week	24.0
3-5 times/week	21.8
Daily	25.4

Current Employment Status. As shown in Table 25, about 42% of adult education students are employed full-time for pay. About 8% are unemployed and are not seeking employment, while approximately 27% are unemployed but seeking employment.

Table 25
Adult Education Students in Texas
Current Employment Status

STATUS	COUNT	PCT
Full-time/pay	2,256	41.8
Part-time	763	14.1
Full-time/no pay	395	7.3
Unemployed/not seeking	428	7.9
Unemployed/seeking	1,454	26.9
Retired/not employed	105	1.9

Type of Employment. The most frequently cited occupations among adult education students are *handlers* which includes equipment cleaners, helpers, and laborers (20%); *sales* (8%); and *service* (10%). The service occupations include cooks, custodians, waiters, and waitresses. About 9% have never worked (see Table 26).

Table 26
Adult Education Students in Texas
Type of Employment

N = 5,097

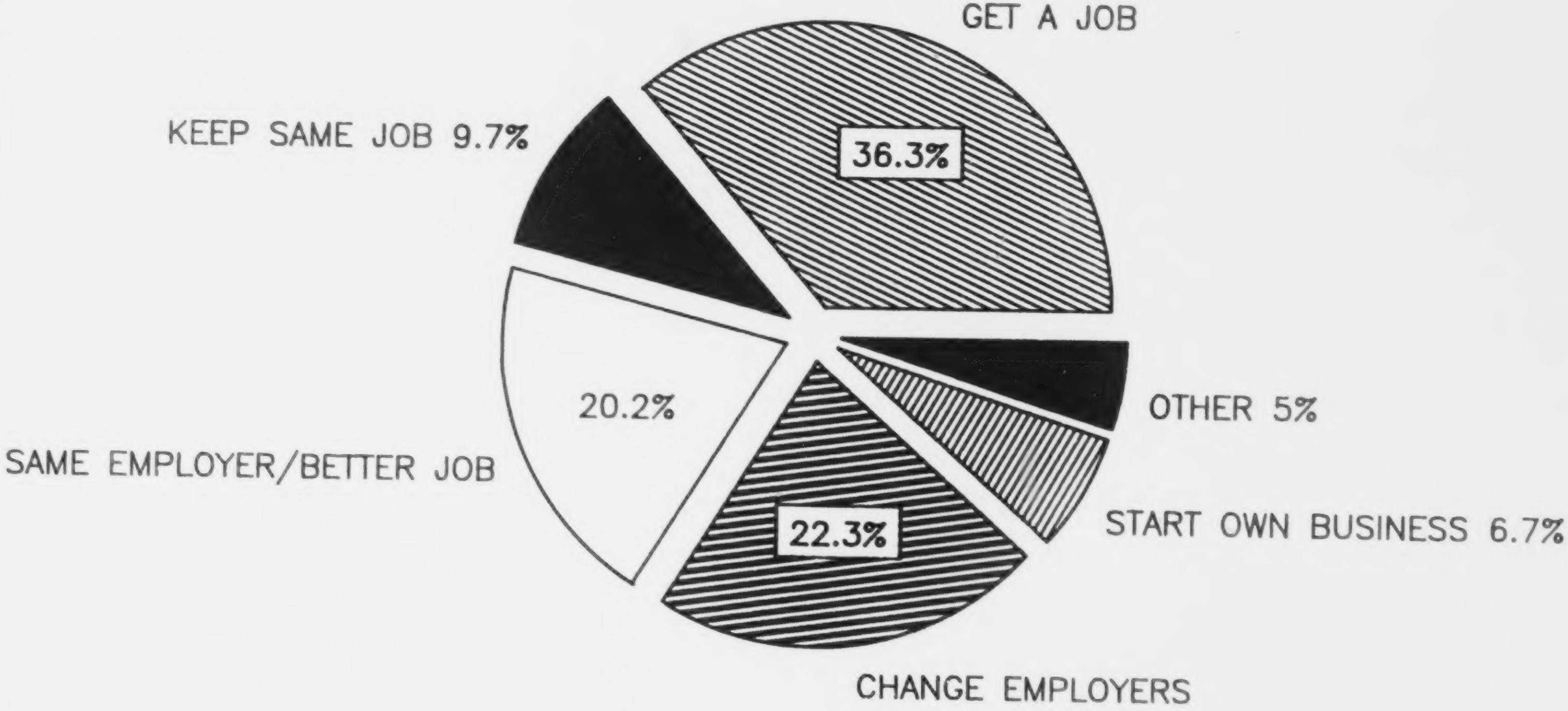
CATEGORY	COUNT	PCT
Handlers, equipment cleaners, helpers, laborers	1,027	20.1
Transportation and material moving	167	3.3
Machine operators, assemblers, inspectors	386	7.6
Precision production, craft, repair	259	5.1
Farming, forestry, fishing	64	1.3
Protective service	33	0.6
Homemaker	616	12.1
Service	505	9.9
Private household service	223	4.4
Administrative support, including clerical	248	4.9
Sales occupations	409	8.0
Technician and related support	79	1.5
Military	4	0.1
Professional specialty occupations	131	2.6
Executive, administrative, managerial	53	1.0
Other	456	8.9
Never worked	437	8.6
TOTAL	5,097	100.0

Employment Plans. Adult education students were asked to indicate their employment plans for the next year. As shown in Figure 23, 36 out of 100 plan to get a job, and 22 out of 100 plan to change employers. Approximately 10% plan to stay with their current employer; about 20% seek a better job with the same employer; approximately 7% plan to start their own business.

Educational Plans. Figure 24 shows that about 55% of the adult education students plan to attend community or junior college during the next year. Approximately 1 in 8 plans to receive on-the-job training; 1 out of 5 plans to attend technical/trade or vocational school.

First Learned about the Adult Education Program. Approximately 22% of the adult education students report knowing about the GED testing program before they left school. As shown in Figure 25, another 11% learn about the program within one year of leaving school. Thirty-five percent first learn about the program six or more years after leaving school.

Figure 23. ADULT EDUCATION STUDENTS IN TEXAS EMPLOYMENT PLANS DURING THE NEXT YEAR



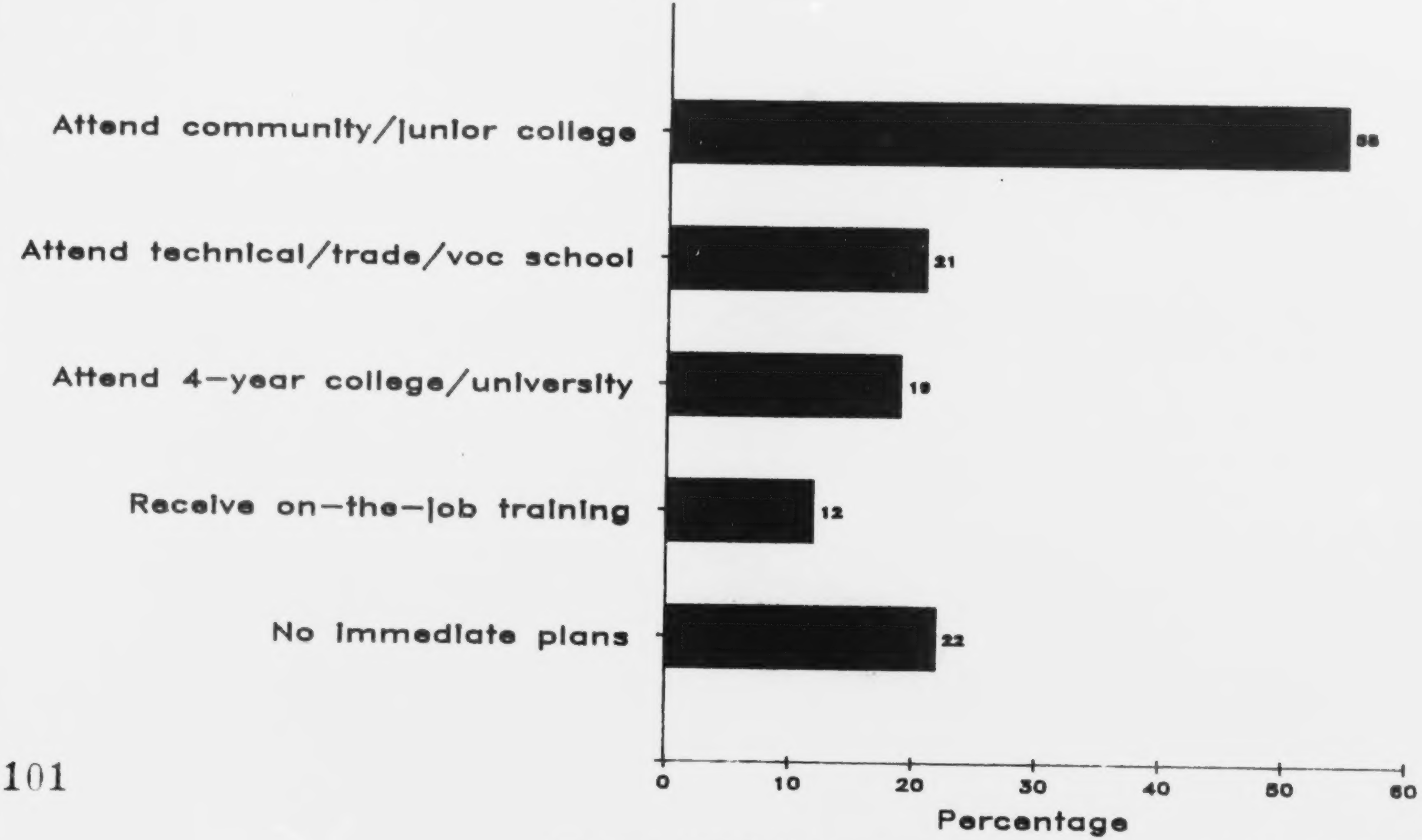
Source: ACE/TEA Research Project 6/85 – 12/85 (N=5,222)

Figure 24.

ADULT EDUCATION STUDENTS IN TEXAS

EDUCATIONAL PLANS

(Percentage selecting each option)

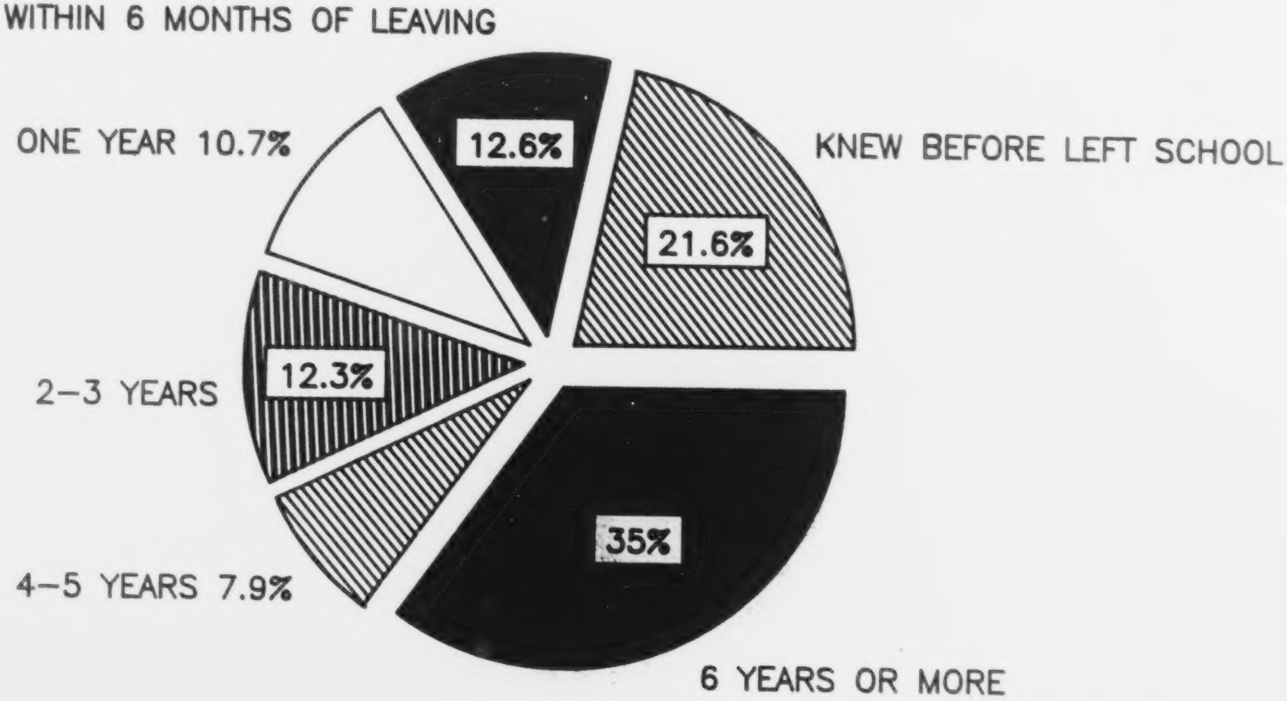


Source: ACE/TEA Research Project 6/85 – 12/85 (N=5,312)

Figure 25.

ADULT EDUCATION STUDENTS IN TEXAS WHEN FIRST LEARNED OF ADULT EDUCATION PROGRAM

(Percentage selecting each response)



Source: ACE/TEA Research Project 6/85 – 12/85 (N=5,229)

As shown in Figure 26, most candidates first learn about the adult education program from friends (47%) and relatives (19%). Approximately 10% first learn about the program through school/education agencies. Guidance counselors are the first to inform approximately 3% of the adult education students. Television and radio combined are first to inform 4.4% of these students about the program.

Approximately 14% report taking the GED test previously. About 31% indicate knowing about the availability of Spanish classes. Nearly 41% report having no such knowledge. Similarly, approximately one in three adult students reports knowing that the GED tests are available in Spanish, while the other two thirds are not aware.

Recent Life Changes "Triggers". Based on adult learner interviews describing hundreds of transitions and triggering events, Aslanian and Brickell (1980) identified seven life areas to help explain the what and how (and often where, when, from whom, and with whom) adults learn. Using a slight modification of Aslanian and Brickell's scheme to determine what may "trigger" adult education students' pursuit of a high school equivalency credential, we asked candidates to indicate recent changes that have occurred in their careers, family life, free time, personal health, citizenship, and awareness about adult education and the GED.

To determine what may "trigger" adults to return to the classroom, we asked participants to indicate recent changes that have occurred in their lives. As shown in Table 27, approximately 46 out of 100 have experienced recent career changes (e.g., starting a new job, seeking a new or better job); about 51 in 100 report recent changes in awareness about adult education and GED (e.g., learning about the GED program and/or classes); about 8% report changes in their family life (e.g., a recent marriage, divorce, illness, death of family member, et cetera). About 3% recently became disabled or have recovered from illness.

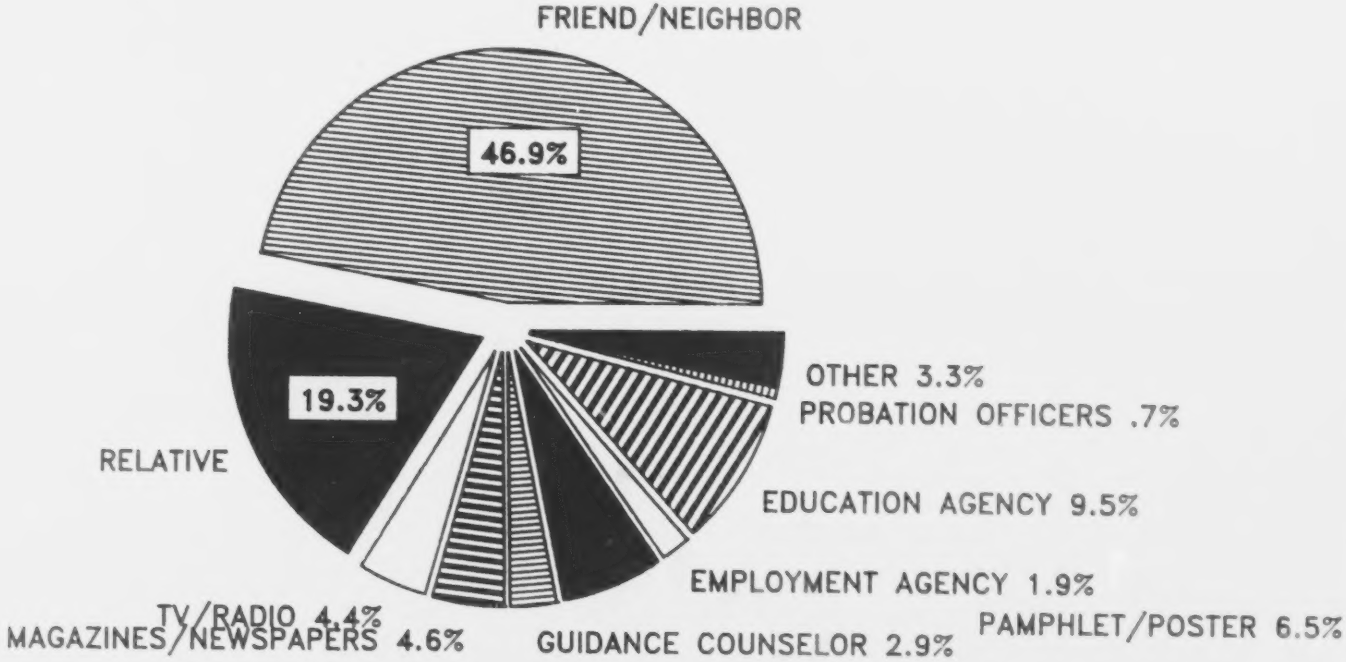
Table 27
Adult Education Students in Texas
Recent Changes in Personal Life

ASPECT OF LIFE CHANGED	COUNT	PERCENT
Awareness	2,717	51.4
Career	2,444	46.2
Citizenship	685	13.0
Family Life	436	8.2
Free Time	838	15.8
Personal Health	142	2.7
Other	174	3.3

Note: Percentages are based on 5,288 persons responding. More than 1 aspect of life changed could be indicated.

Figure 26.

ADULT EDUCATION STUDENTS IN TEXAS FIRST LEARNED ABOUT ADULT EDUCATION PROGRAM



Source Texas Research Project 6/85 – 12/85 (N=5,513)

Family Participation in Adult Education. Table 28 shows that approximately 69% of the adult education students responding report having no family member (i.e., mother, father, sister, brother, other relative) enrolled in the adult education program. About 6% report having a parent enrolled in preparatory classes, and nearly 17% report having siblings involved in the program. About 12% report having other relatives involved in adult education.

Table 28
Adult Education Students in Texas
Family Participation in Adult Education

FAMILY MEMBER	COUNT	PERCENT
Mother	147	3.6
Father	97	2.3
Sister	409	9.9
Brother	275	6.7
Other relatives	504	12.2
No one	2,859	69.2

Sources of Support and Guidance. Some adult education students receive encouragement to participate in the program from various significant-others in their lives. Approximately 33% report that they receive encouragement from their family. About 26% indicate that their spouse serves as a source of encouragement; about 3% report receiving encouragement from their employer; and nearly 23% are encouraged by a minister (see Table 29). In responding to a related question, approximately 88% of the adult education students report encouraging other students to stay in school.

Table 29
Adult Education Students in Texas
Sources of Support and Guidance

PRESENT ENCOURAGEMENT FROM	COUNT	PERCENT
Spouse	1,271	25.5
Family	1,637	32.9
Employer	134	2.7
Minister	1,124	22.6
Other	379	7.6
No one	1,486	29.8

Note: Percentages are based on 4,980 persons responding. More that 1 source could be indicated.

Expectations. Adult education students participating in the program have varying expectations about the benefits of completing an adult education program and earning a GED credential. About 59% report at least two general expectations. About 18% report four or more expectations.

As shown in Table 30, the most frequently reported expected outcome of adult education program participation is "to earn my GED" (45%). About 29% expect that earning their high school equivalency credential will help them "get a job." Thirty-seven percent report the expected outcome of "learning English." "To be admitted to an educational institution" is reported as a primary expected outcome by approximately 24% of the adult education students. "To enter the military" is reported by about 3% of the students.

In response to a related question, nearly 43% of the students feel that adult education classes are useful in enabling them to get a job or keep their present job, while 57% feel that they are not useful in this way.

Table 30
Adult Education Students in Texas
Expected Outcomes of Adult Education Program Participation

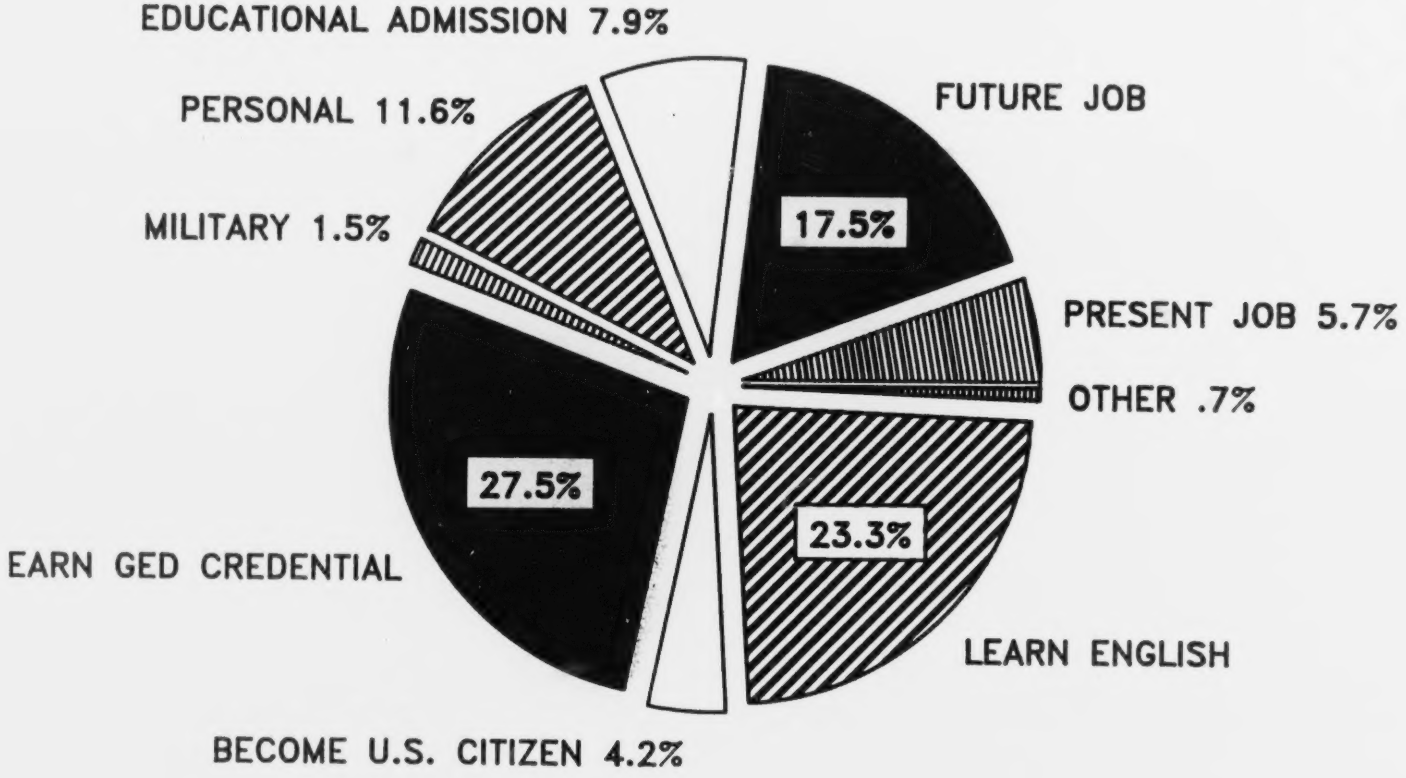
EXPECTED OUTCOME	COUNT	PERCENT
Keep my job	787	14.0
Get a job promotion	727	12.9
Get a salary increase	665	11.8
Get a job	1,618	28.8
Be admitted to apprenticeship	789	14.0
Be admitted to educational institution	1,411	24.4
Be prepared for later	1,363	23.5
Enter the military	186	3.3
Earn my GED	2,548	45.3
Learn English	2,083	37.0
Become a U.S. citizen	821	14.6

Note: Percentages are based on 5,625 persons responding. More than one expected outcome could be indicated.

Most Important Reason for Participation. Twenty-three percent of the adult education students participate in the program for reasons related to employment, as shown in Figure 27. Approximately 28 in 100 indicate "to earn my GED" as the most important reason for participating in adult education, while 8 in 100 are involved to meet educational admissions requirements. About 23% cite "to learn English" as their primary reason.

Figure 27.

MOST IMPORTANT REASON FOR PARTICIPATING IN ADULT EDUCATION PROGRAM



Source: ACE/TEA Research Project 6/85 – 12/85 (N=5,303)

ADULT EDUCATION STUDENTS

Free-Time Activities and Exposure to the Mass Media

Adult education students spend their work and free time involved in a wide variety of media-related activities. We asked adult education students to indicate the number of hours per week that they read, watch television, or listen to the radio. This information may help in designing a campaign to increase awareness about adult education programs in Texas.

Reading Habits. Eighty-two out of one hundred adult education students report that they read on a regular basis. Figure 28 indicates that 46% read at least 1-5 hours per week, and that approximately 29% read between 6-16 hours per week. Approximately 7% read for 17 or more hours per week.

What Types of Materials Do Adult Education Students Read Regularly? As shown in Table 31, nearly 22% most often read books, 30% read journals, and 8% read manuals. Approximately 38% read magazines. Fifty-four percent report reading the newspaper regularly. Ten percent of the adult education students regularly read three or more of the materials cited above.

Table 31
Adult Education Students in Texas
Types of Printed Materials Read

MATERIALS	COUNT	PERCENT
Books	830	21.6
Journals	1,159	30.2
Manuals	314	8.2
Magazines	1,409	36.7
Newspapers	2,070	54.0

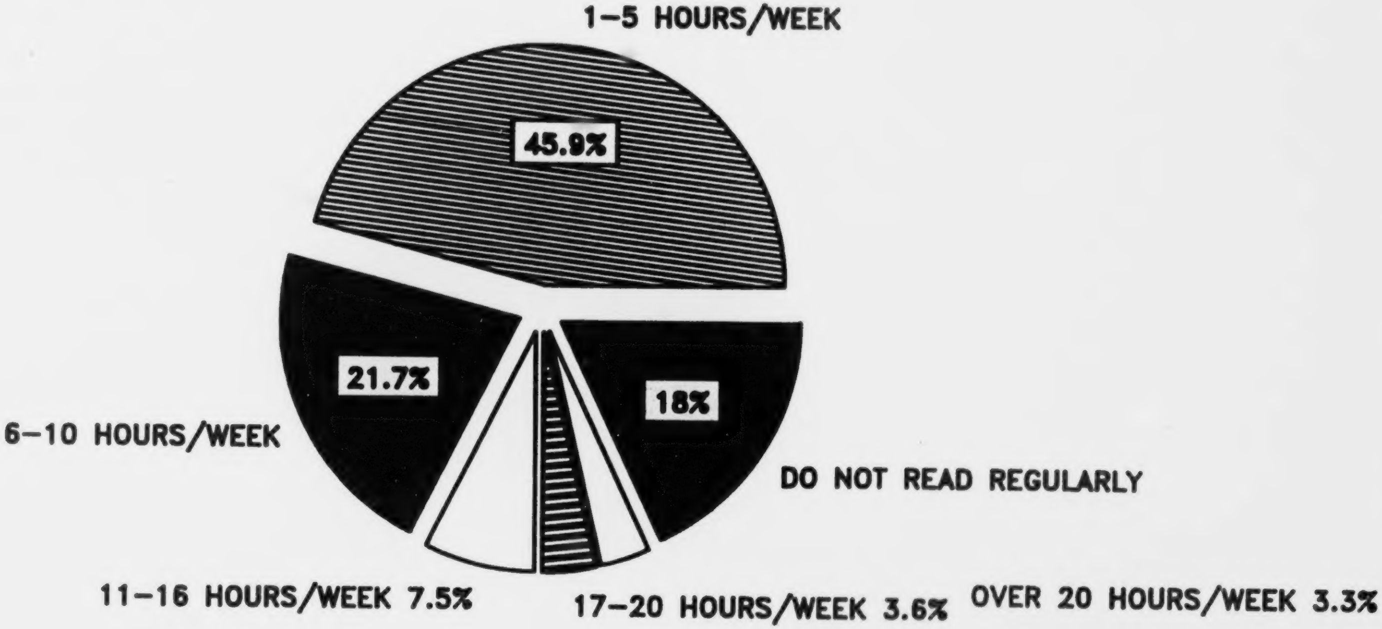
Note: Percentages are based on 3,836 persons responding. More than one type of material could be selected.

As shown in Table 32, the most frequently read section of the newspaper is the local news, which is read by approximately 56% of adult education students. Just over half (53%) read the national news, 30% read the classified section, and 37% read the entertainment/TV section. The sports section is read by 31%, and the comics and editorial sections are those least frequently read.

Figure 28.

ADULT EDUCATION STUDENTS IN TEXAS READING HABITS DURING FREE TIME

(Percentage selecting each response)



Source: ACE/TEA Research Project 6/85 - 12/85 (N=5,380)

Table 32
Adult Education Students in Texas Sections of the Newspaper Read Regularly

SECTION	PERCENTAGE
Classified	30.1
Comics	22.6
Editorial	15.7
Entertainment/TV	36.6
Local News	56.4
National News	53.0
Sports	30.8

Note: Percentages are based on 3,015 persons responding. Percentages do not sum to 100 because more than one section could be selected.

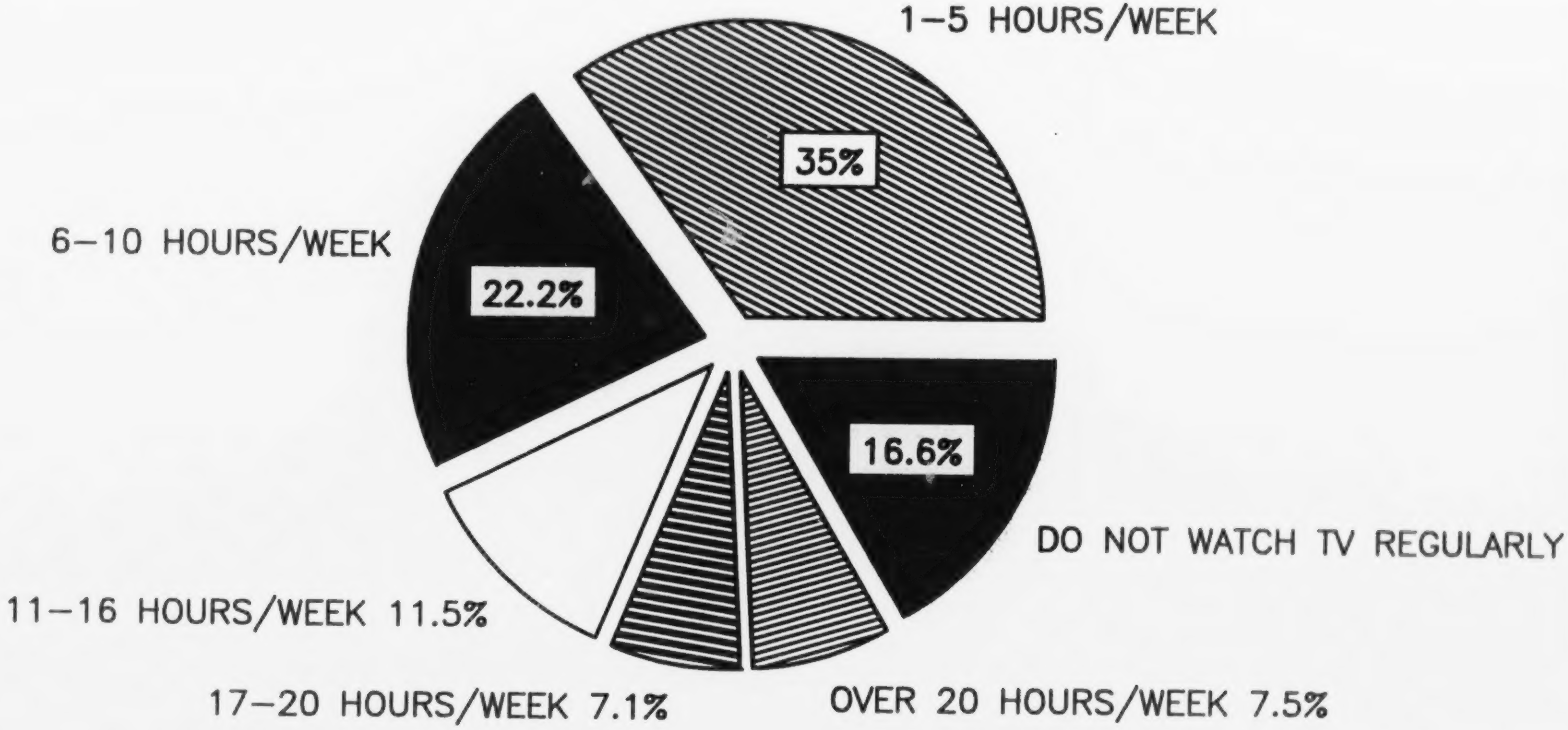
Watching TV. Figure 29 summarizes the amount of television watched by adult education students in Texas. Approximately 17% do not watch television regularly; 35% watch 1-5 hours per week; and 22% report watching 6-10 hours per week. Nearly 15% report watching 17 or more hours of television programming per week.

Listening to the Radio. Figure 30 summarizes the extent to which adult education students in Texas listen to the radio. Approximately 19 out of 100 do not listen to the radio regularly. Nearly 38 in 100 report listening 1-5 hours weekly; approximately 18 in 100 listen 6-10 hours per week; and about 9 in 100 listen 11-16 hours weekly. Slightly more than 17% indicate listening to the radio at least 17 or more hours per week.

What Types of Radio Programming Do Adult Education Students Regularly Listen To? As shown in Figure 31, approximately 28% of the adult education students who regularly listen to the radio report that they select a "popular music" station. Nearly 25% indicate selection of a "Spanish" radio station; approximately 20% listen to an "easy-listening" station; and about 16% chose a "rock & roll" station. "Country/western" and "jazz" are the types of radio stations least frequently selected.

Figure 29.

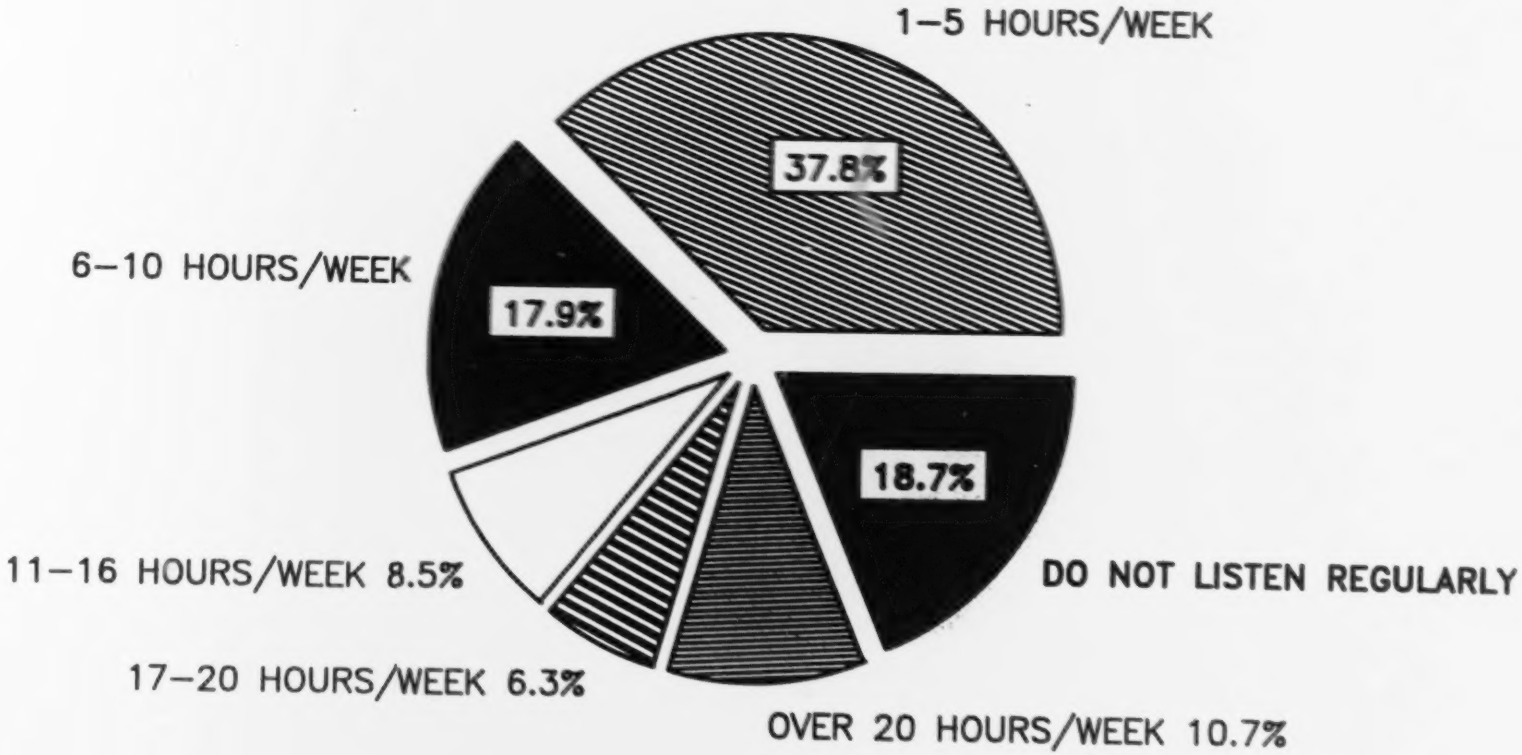
ADULT EDUCATION STUDENTS IN TEXAS
TELEVISION VIEWING HABITS
(Percentage selecting each response)



Source: ACE/TEA Research Project 6/85 – 12/85 (N=5,394)

Figure 30.

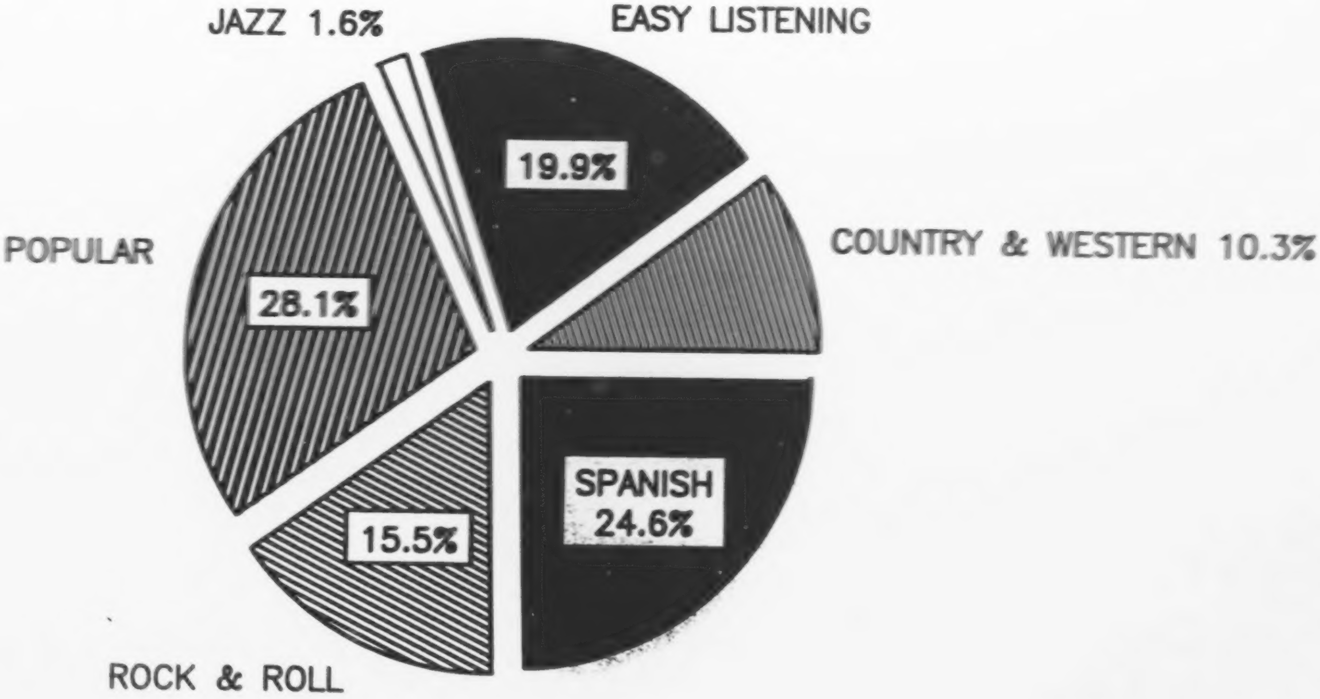
ADULT EDUCATION STUDENTS IN TEXAS
RADIO LISTENING HABITS
(Percentage selecting each response)



Source: ACE/TEA Research Project 6/85 – 12/85 (N=5,365)

Figure 31.

ADULT EDUCATION STUDENTS IN TEXAS
TYPE OF RADIO STATION USUALLY LISTENED TO
(Percentage selecting each response)



Source: ACE/TEA Research Project 6/85 – 12/85 (N=4,832)

ADULT EDUCATION STUDENTS
Attending and Preparing for Adult Education Classes

Time Spent in Adult Education Classes. Adult education students report varied expenditures of time in adult education programs. Table 33 indicates that at the time of the survey many of the adult education students (approximately 32%) report already spending 4-7 weeks enrolled in the program. Nearly 24% report 8-16 weeks of preparation, and approximately 22% report spending 1-3 weeks. About 16% report preparing for more than 17 weeks, with approximately 8% of those indicating more than 26 weeks. Enrollment of less than one week is reported by 6% of the adult education students.

The amounts of time reported by adult education students in their programs, as described above, reflects their participation up to the time of this survey, not the total duration of classroom participation in their respective courses of study.

Table 33
Adult Education Students in Texas
Time Spent in Adult Education Classes

AMOUNT OF WEEKS	COUNT	PERCENT
Less than 1 week	334	6.0
1-3 weeks	1,204	21.6
4-7 weeks	1,792	32.2
8-16 weeks	1,354	24.3
17-25 weeks	411	7.4
over 26 weeks	467	8.4
TOTALS	5,562	100.0

Hours Spent Per Week in Adult Education Programs. Nearly 40% of the adult education students spend less than 10 class hours per week in the program; about 18% report spending 11-19 hours; while approximately 32% spend more than 20 hours per week in class.

Money Spent for Educational Materials. Nearly half of the adult education students sampled report spending no money for educational materials. About 28% spend from $1.00 - $10.00; almost 13% spend $11.00 - $25.00; about 10% spend more than $25.00 (see Table 34).

Table 34
Adult Education Students in Texas Money Spent for Educational Materials

AMOUNT	COUNT	PCT	CUM PCT
None	2.480	49.3	49.3
$1.00-10.00	1.428	28.4	77.7
$11.00-25.00	640	12.7	90.4
$26.00-50.00	259	5.1	95.5
$51.00-75.00	62	1.2	96.8
More than $76.00	163	3.2	100.0
TOTALS	5.032		100.0

Money Spent for Child Care. Table 35 shows that well over half of the adult education students (61%) report no child-care expenses related to classroom attendance. About 16% spend from $1.00 - $25.00 for child care; nearly 11% spend $26.00 - $50.00; approximately 9% spend from $51.00 - $150.00. About 4% spend $151.00 or more for child care while attending adult education classes.

Table 35
Adult Education Students in Texas Money Spent for Child Care

AMOUNT	COUNT	PCT	CUM PCT
None	3.010	61.0	61.0
$1.00-25.00	773	15.7	76.7
$26.00-50.00	535	10.8	87.5
$51.00-100.00	279	5.7	93.2
$101.00-150.00	149	3.0	96.2
$151 +	189	3.8	100.0
TOTALS	4,935		100.0

Distance of Center from Work. Convenience and accessibility are likely to be important variables affecting participation in adult education programs. Information was therefore collected concerning logistical and related aspects of adult education program participation. As shown in Table 36, approximately 23% travel less than one mile from the adult education center to work; nearly half travel between 1 and 10 miles; about 26% travel more than ten miles from one location to the other.

Table 36
Adult Education Students in Texas
Distance of Adult Education Center from Workplace

DISTANCE	COUNT	PERCENTAGE
Less than 1 mile	938	23.9
Between 1 - 5 miles	1,192	30.4
Between 6 - 10 miles	791	20.2
Between 11 - 15 miles	419	10.7
Between 16 - 20 miles	222	5.7
Between 21 - 25 miles	156	4.0
More than 26 miles	204	5.2
TOTALS	3,922	100.0

Distance of Center from Home. Approximately 1 of every 4 adult education students travels less than 1 mile from home to the adult education center that he/she attends. Six of ten travel between 1 and 10 miles; about 10% travel 10-20 miles; while 4% travel more than 21 miles from their home to the adult education center.

Methods of Transportation. Slightly more than half of the adult education students (52%) report traveling most often by means of a self-owned car or motorcycle. About 25% use a car or motorcycle owned by a relative or friend; nearly 15% use public transportation (other than taxi); only 1% uses taxi service. Almost 8% ride a bicycle or walk for transportation. Approximately 59% of the adult education students report that they have a driver's license, compared to 41% who do not.

Table 37
Adult Education Students in Texas
Methods of Transportation

METHOD	COUNT	PERCENTAGE
Self-owned car/motorcycle	2,591	51.6
Vehicle owned by other	1,230	24.5
Taxi	43	0.9
Other public transportation	772	15.4
Walk/bicycle	384	7.7
TOTALS	5,024	100.0

Preference of Location of Class. Forty-seven out of one hundred adult education students would prefer that the adult education center be located closer to their home. About 7 in 100 prefer that the center be located closer to their job; and nearly 46 in 100 express no preference.

Type of Location (Facility). Forty-one percent of the adult education students report that they would like to have adult education classes located in high school buildings. Nearly 18% would like classes to be held in community colleges; about 17% would like classes available at libraries; approximately 10% would prefer classes held in churches. Nearly the same percentage of adult education students (4%) would like to have classes available on the campuses of four-year universities, as well as at work sites. About 8% would like classes in a facility other than those named.

Ways to Make Preparation Easier. Adult education students were asked how preparation could be made easier, in terms of scheduling and several other provisions. As shown in Figure 32, approximately 34% of the adult education students report that more announcements about the availability of programs in their area would increase participation in adult education programs.

About 15% indicate that providing transportation would make participating easier. Twelve percent report that having paid-time off from work would make it easier for them to participate; about 12% report that providing for child care would help; nearly 6% indicate that classes scheduled at a different location would help; 10% indicate that a different class time would facilitate easier preparation. About 17% indicate that some provision *other* than those previously mentioned would make it easier for them to participate in the adult education program.

Additional Information. To elicit additional information about student motivations, adult education students were asked some additional questions about achieving success in school and in life. About one-third of the students agree or strongly agree with the statement "good luck is more important for success than hard work." The remaining 68% of the students disagree or strongly disagree with that statement.

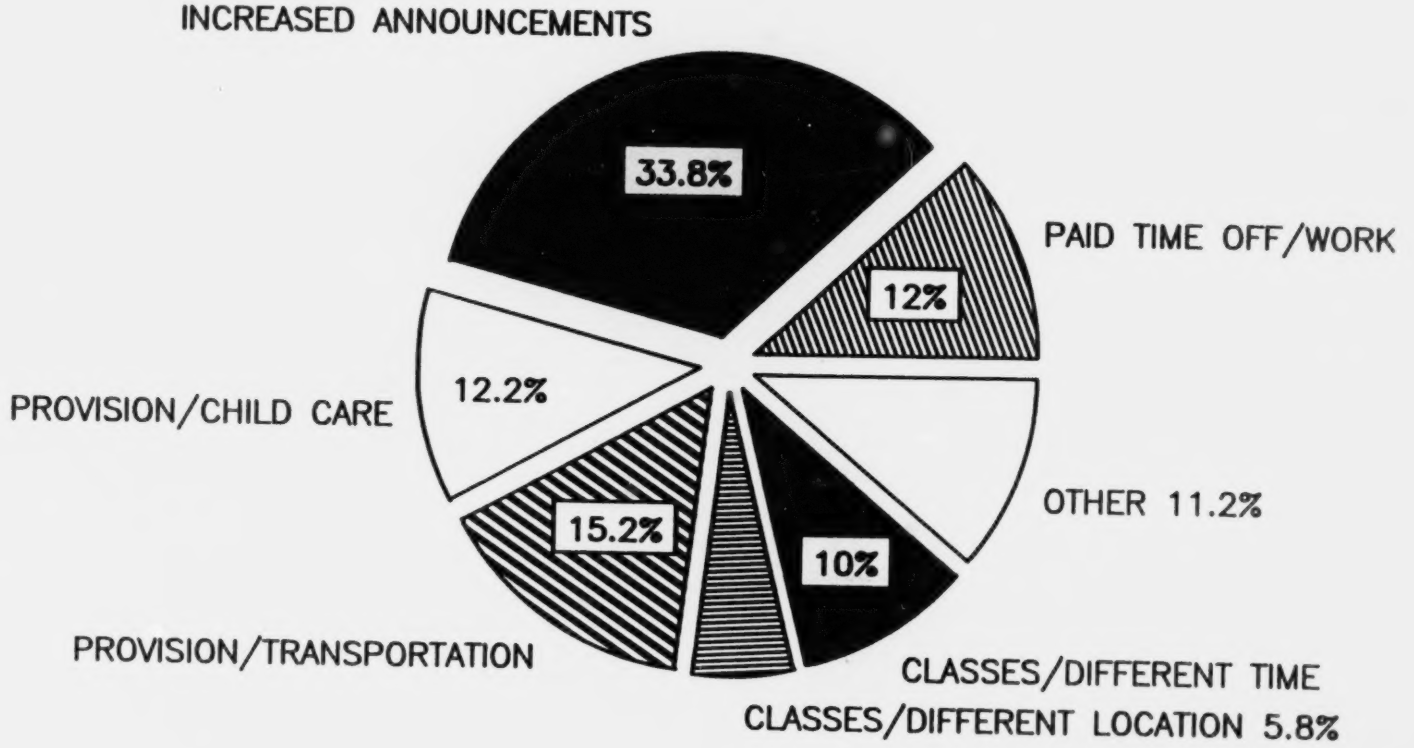
Almost four of every ten students believe that "something or someone" stops them, every time they try to get ahead. Sixty percent of the students sampled disagree with that statement.

About one of every five students reports "not having much chance to be successful in life," while 78% disagree or strongly disagree with that assessment. Fifty-one out of every one hundred students indicate that learning new material is "sometimes very difficult." Forty-nine percent do not agree. Forty-four percent believe they would have done better in school if "teachers had taught more slowly."

Agreement to Participate in Follow-up Studies. Approximately 77% of the adult education students in this sample agreed to participate in follow-up studies.

Figure 32.

ADULT EDUCATION STUDENTS IN TEXAS
MOST IMPORTANT FACTOR / MAKING PARTICIPATION EASIER
(Percentage selecting each response)



Source: ACE/TEA Research Project 6/85 – 12/85 (N=4,902)

SUGGESTIONS BY GED CANDIDATES AND ADULT EDUCATION STUDENTS FOR IMPROVING PROGRAMS

The responses below, prompted by open-ended questions, offer suggestions for improving services and increasing program awareness and participation. A sample of approximately 1,300 surveys was reviewed. Table 38 shows the suggestions for improving services for adults who take the GED Tests in Texas.

Respondents indicate the need for flexible testing schedules, including evening and weekend testing. Suggestions for publicizing the tests stress the need for *specific* information on test schedules, test center locations, fees, and information about the tests and the skills required to pass the tests.

Table 38
GED Candidates in Texas
Suggestions for Improving Services to GED Candidates

Number of responses:	990	(75.3% of approx. 1,300)
Number of responses with no suggestions:	750	(75.8%)
Number of responses with suggestions:	240	(24.2%)

Suggestions for Improvement	# of Responses	% of Responses
More flexible/extensive schedules	61	25.4
More publicity about the tests	51	21.3
Improved services	51	21.3
No timing/longer time (14)		
Better explanation of test (6)		
Test fees are too expensive (6)		
Use practice test more extensively (10)		
Test should be easier (6)		
Test should be harder (3)		
Test should be shorter (6)		
More testing locations	43	17.9
Related services	34	14.2
Provide child care (20)		
Provide transportation (14)		

Table 39 shows candidates' suggestions for increasing the number of Texans who take the GED tests.

Respondents state that publicity should be specific: test center locations, testing schedules, fees, information about the tests and the skills required to pass the tests. (NOTE: While adult education students and GED candidates seem to agree on the *means* of publicity, the two groups express different informational needs. Adult education students feel publicity should address the anxiety a student might have about returning to school, while GED examinees think publicity should contain specific information about the tests.)

Table 39
GED Candidates in Texas
Suggestions for Increasing Participation

Number of responses:	993	(75.5% of approx. 1,300)
Number of respondents with no suggestions:	780	(78.5%)
Number of respondents with suggestions:	213	(21.5%)

Suggestions for Improvement	# of Responses	% of Responses
Need more publicity	162	76.1
Television (122)		
Radio (113)		
Flyers/Mailouts (60)		
Posters (25)		
Churches (18)		
Magazines/Newspapers (12)		
In-school Information (20)		
Hotline (6)		
Improved test schedules	35	16.4
Evening testing (25)		
Saturday testing (10)		
Improved Services	16	7.5
Child Care (8)		
More test sites (4)		
Transportation (4)		

Table 40 summarizes whether candidates think that a GED certificate is "equal to" a regular high school diploma.

Students who respond "yes and no" tend to think that the GED credential is equal to a diploma because it is accepted in the same manner, but that it is "better for young people to stay in school."

Table 40
GED Candidates in Texas
Is a GED Certificate "Equal to" a High School Diploma?

Number of responses:	1235	(93.9%)
Opinion	# of Responses	% of Responses
GED equals diploma	790	64.0
GED NOT equal to diploma	289	23.4
Yes and No	76	6.2
Do not know	65	5.3
Hope so	15	1.2
Reasons for considering GED & Diploma equal		
Studied same material as in h.s.	220	43.3
Employers use in same manner	130	25.0
Colleges use in same manner	70	13.5
GED requires self-motivation	50	9.6
GED indicates basic skills	50	9.6
Reasons GED & diploma NOT equal		
High school is more difficult	128	55.9
Employers prefer diploma	46	20.1
People who do not graduate are failures	20	8.7
High school includes proms, grad. ceremony	20	8.7
More subjects taught in h.s.	15	6.5

The responses in Tables 41-44 are based on a sample of 600 adult education students who responded to the five open-ended questions.

Most Enjoyable Aspect of Participation in Classes. While respondents tend to give as answers the examples listed in the questions below, the respondents often give original explanations for those answers. For instance, in addition to stating that "meeting other people" is what they found "most enjoyable" about adult education programs, students list "group support," "learning from the class," learning about other people," and so on. Respondents also list specific attributes of enjoyable teachers: relaxed classroom atmosphere; high goals set for students; teachers who are understanding and patient; and teachers who do not embarrass students and who treat everyone as "equal."

Of the 36 respondents who say that achieving personal goals was most enjoyable, 24 have the goal of completing high school, 10 want to learn English, and 2 are participating in the classes for personal enjoyment.

Table 41
Adult Education Students in Texas
Most Enjoyable Aspect of Participation in Classes

Number of responses: 380 (63.3%)

Most Enjoyable	# of Responses	% of Responses
Meeting other people	360	94.7
Teachers	160	42.1
Time away from home	115	30.3
Learning new material	105	27.6
Achieving personal goals	36	9.5

Least Enjoyable Aspect of Participation in Classes. One hundred twenty respondents cite "distance from the center" as least enjoyable, with 26 indicating that transportation to the center was a problem. Of those who maintain that class schedules were "least enjoyable," 36 indicate that the schedule conflicted with work, 22 say classes were too long, and 12 believe classes were too short.

Some students find instruction/instructional materials "least enjoyable," for the following reasons: lack of books (16); classes moved too slowly (10); classes moved too quickly (6); teachers were not helpful (5); a need for more classroom instruction (4); and a need for more time to study in the classroom (4). Eight students list personal reasons that classes were not enjoyable: giving up personal time; time away from friends and family.

Table 42
Adult Education Students in Texas
Least Enjoyable Aspect of Participation in Classes

Number of responses: 376
Percent of total questionnaires: 62.7
Number of respondents who found nothing "least enjoyable": 217
Percent of respondents who found nothing "least enjoyable": 57.7
Number of respondents answering question: 159
Percent of respondents answering the question: 42.3

Least Enjoyable	# of Responses	% of Responses
Distance from center	120	75.5
Class schedule	107	67.3
Instruction/instructional materials	46	28.9
Transportation	26	16.4
Lack of child care	10	6.3

Suggestions for Improving Services for Future Adult Education Students. Respondents state that class schedules should be more flexible. They recommend day and evening classes, and they suggest longer class periods. As for instruction, respondents feel that students need more encouragement, more individualized instruction, that the classes moved "too fast" or "too slow," and that there should be "more" or "less" class participation. Twenty-five students say that they did not have textbooks, and several students state that they want access to a library.

Students feel that some counseling services need improvement, including student placement and screening. Nineteen respondents request that beginning and advanced students be placed in separate classes. Some students also want job information/placement services (5), and information about college entrance/financial aid (4).

In commenting on the adult education facilities, students cite classrooms that were crowded or not clean and desks that were uncomfortable, and say that a leisure area for breaks would be welcome. Several students say they needed a copying machine in the area.

The addition of transportation and child care were also recommended to improve services for future students.

Table 43
Adult Education Students in Texas
Suggestions for Improving Services for Future Adult Education Students

Number of respondents: 396
Percent of total questionnaires: 65.8
Number of respondents who had no suggestions: 280 (71%)
Number of respondents who made suggestions: 115 (30%)

In response to this question, 280 students stated that they had no suggestions for improving services, with about one-half (132) stating "...because services are fine."

Suggestions for Improving Services	# of Responses	% of Responses (N = 113)
More flexible scheduling	60	52.2
Improved instruction/materials	54	46.9
Improved counseling services	25	21.7
Class facilities/equipment	23	20
Location of learning center	22	19.1
Transportation	17	14.8
Child care	13	11.3

Suggestions for Increasing the Number of Participants. Respondents not only described the means of publicity, they also described the content of effective publicity: let people know that they will not be embarrassed: tell people the classes are "not like high school"; explain that the teachers do not make you feel stupid. Students pointed out that television and radio are best for people who cannot read and suggested that bus stops, employment offices, grocery stores and washaterias, churches and schools were good locations for posters and flyers.

Personal endorsement of the program to friends and relatives was perceived as important in encouraging people to participate in the program. Twenty people felt that improving services would increase participation.

Table 44
Adult Education Students in Texas
Suggestions for Increasing the Number of Participants

Number of respondents: 475
Percent of total questionnaires: 79
Number of respondents making suggestions: 203
Percent of respondents making suggestions: 42.7

In response to this question, 240 students stated that they had no suggestions for improving participation. Some explained that participation was a "personal decision," that participation was "up to the individual," that people "know that they should participate."

Suggestions for Increasing Participation	# of Responses	% of Responses
Need more publicity	144	70.9
Television (39)		
Radio (31)		
Flyers/Mailouts (18)		
Posters (15)		
Churches (13)		
Newspapers (11)		
In-school information (6)		
Hot Line (6)		
Personal Endorsement	39	19.2
Improved Services	20	9.8
Transportation (8)		
Child Care (6)		
More Flexible Scheduling (4)		
Re-locating centers/additional sites (2)		

IMPLICATIONS AND RECOMMENDATIONS

Implications for Policymakers

1. Results of this survey emphasize the future intensified need for adult education in the state of Texas.

As the student attrition rate[5] is combined with a high birth rate — 30% of adult education students live in homes with 3 or more children — and with an influx of educationally needy persons from Mexico and Central America, the stress upon the adult education system in Texas is likely to increase.

The educational and economic consequences of these statistics give urgency to the implications of this Adult Education in Texas Survey, designed to provide information needed by policymakers, teachers, and researchers who anticipate and address the needs of Hispanic and non-Hispanic GED candidates and adult education students.

2. Texas educators and policymakers will confront the language difficulties and financial needs of Hispanic and other students, or else face continued high rates of attrition.

Language difficulties and financial need were most often cited by adult education students, 70% of whom are Hispanic, as reasons for not completing high school.[6]

Implications and Recommendations for Community Outreach

3. Texas policymakers, directors of outreach services, and instructors should ensure that current and former GED candidates and adult education students, and their families and friends all help inform the community about programs.

Most GED candidates and adult education students first learn about their program by word-of-mouth, from friends, neighbors, or relatives — a cost-effective network of communications.

4. Because "recent awareness of adult education programs" is the factor most likely to trigger program participation, program directors and instructors in Texas should plan enrollment drives in coordination with program publicity and announcements.

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[5] In 1980, nearly half a million young people in Texas from 16 to 24 years of age had no high school diploma and were not enrolled in school. In 1985-86, the overall attrition rate for Texas high schools was 33%; among Hispanic youth, the attrition rate was 45% (Cortez, Johnson, Ladogana, Ramirez, & Waggoner [1986]).

[6] About half of the adult education students participate in English as a second language programs.

"Recent awareness" is the most frequent trigger for the return to an educational program by adult education students and is a frequent trigger for GED candidates as well.

Outreach programs should focus on the uses of the GED credential in further educational plans as well as in employment.

5. Educators and policymakers in Texas interested in increasing participation in adult education programs should increase the number of announcements about the availability of programs in their area.

About 75% of all GED candidates and adult education students agree that having more announcements about the availability of programs in their area would be the single factor most likely to increase participation in their programs and to make participation easier.

Advertising should include more than the announcement of availability for GED and adult education students — it should reflect what it "feels" and "looks" like. That is, TV spots should appeal to the emotions — for example, a student speaking: "I used to feel ashamed...but now...." Or "I thought the teacher would...but she really helped...." "I didn't know how much better I would look on a job interview...." "I didn't know a college would take the GED, but last week I went to the Community College and...."

In a sample of the completed surveys, about three of five adult education students say that the most enjoyable aspect of their participation is meeting other people.

6. Texas policymakers and teachers who want more effective program announcements and publicity should provide *specific information* **to prospective GED candidates and** *reduce the anxieties* **of potential adult education students.**

GED candidates report wanting to know information like the specific location and schedule of classes, while adult education students say they need to be told "this program is not like high school was" and "the teachers don't make you feel stupid."

7. Other than word-of-mouth from friends, neighbors, and relatives, *TV* **and** *radio* **are the most influential means of causing awareness of these educational programs. Announcements should be placed carefully since GED candidates and adult education students listen to different stations.**

Twenty-five percent of adult education students listen to Spanish language radio stations, compared to 5% of GED candidates. GED candidates are more likely to listen to rock & roll and country/western stations.

8. Policymakers and teachers should know that "recent career changes" are powerful triggers for participation in learning programs. Advertising should target indi-

viduals starting new jobs or seeking new or better jobs as potential program participants.

One of every two adult education students and 2 of 3 GED candidates say "recent career change" was a trigger for their participation in learning programs.

9. To enlist more participants, Texas educators should consider offering more flexible and extensive testing and class schedules.

Fifty percent of adult education students and 25% of GED candidates suggest better scheduling as a way to improve services.

Implications for Instruction

10. GED practice tests should be provided by Texas educators to more Hispanic GED candidates.

Hispanic candidates are now less likely than white or black GED candidates to take a GED practice test.

11. Because the 1988 GED Tests will require examinees to write an essay, information in this survey about students' writing habits may be of use to adult educators in Texas.

Two of three adult education students and GED candidates, for instance, report writing personal letters every month.

Implications for Research

12. Researchers may want to conduct further studies to determine if Hispanics are proportionately represented among GED candidates, or if additional bilingual communication is needed to encourage Hispanic participation and to inform potential candidates of the Spanish GED exam.

At the time of this survey, about one-third of the adult education students know about the availability of Spanish classes or that the GED tests are available in **Spanish**.

The number of announcements that are made on **Spanish** language TV and radio stations and the extent to which Spanish brochures, posters, and newspaper and magazine advertisements are used may affect significantly the success of Hispanic enrollment in GED and adult education programs.

13. Policymakers and researchers who need to make decisions affecting the Hispanic population of Texas may want to conduct further analyses of the data set, particularly the data collected from adult education students.

Analyses have already been done for GED candidates by race and ethnic group, but similar analyses for adult education students, 70% of whom are Hispanic, have not yet been done. Researchers and others may request a data tape by submitting a one-page description of the proposed analyses to the American Council on Education, GED Testing Service, One Dupont Circle, Washington, DC 20036.

Suggestions for Further Research

14. Without collecting additional data, a systematic analysis of GED candidates' responses to survey questions could be correlated with their scores on the GED Tests.

For example: what is the relationship between performance on the GED Tests and:

reported writing habits?
reading habits?
employment status?
reason for testing?
TV/radio listening?
review class attendance?
practice test experience? (and so on)

15. Seventy-seven percent of the adult education students in this survey have agreed to participate in follow-up studies. Meaningful follow-up studies using data from this Adult Education in Texas Survey could include the following lines of inquiry:

- A careful analysis of answers given by adult education students to this survey could be matched with results of follow-up studies to determine how many of them go on to take the GED Tests, how they score, and what their future educational and employment records show.

For example, will follow-up studies indicate patterns of educational and employment success or failure, as correlated with:

birthplace?
race/ethnic origin?
size of household?
sources of support and guidance?
free-time activities?
amount of preparation for adult education classes?
distance of adult education center from work or home?

- Further research could address the questions: "What percentage of the adult education students in Texas will never be able to pass the GED Tests?" "Are these students receiving adequate counseling and instruction?"

- Educational marketing specialists, drawing on survey data and additional information, could carefully target the specific groups of potential participants for GED and adult education programs and study how best to approach and motivate them.

- Follow-up studies focusing very specifically on the TV/radio/reading habits of GED candidates and adult education students could help design marketing campaigns to increase participation in these programs. Using data from this survey, researchers could pinpoint the TV programs, radio stations, and newspapers and magazines most likely to reach the widest relevant audience.

- Based on responses to open-ended questions on our survey, follow-up studies could determine the possible relationship of success in adult education with positive attitudes towards self and life. If a strong correlation exists, it could have important implications concerning the need for programs to address student attitudes more intensively, in addition to academic topics.

- How are the children of GED and adult education participants affected by their parents' participation? For example, are the parents more likely to read to their children? Are the children more likely to go to a library? To watch less TV or different TV programs? Do children of participants show improved performance in school?

- Follow-up surveys of adult education *teachers and administrators* could compare the teachers' perceptions of their students and GED candidates with the students' perceptions of themselves. For example, most adult education students say "meeting other people" is the most enjoyable aspect of their participation in their program. The least enjoyable factors for most students are their distance away from the learning center and the schedule of classes. To what extent are instructors and administrators aware of student attitudes such as these that may affect participation?

- The Adult Education in Texas Survey focuses on GED candidates *taking* the exam. Follow-up studies could center on students who began participation in GED and adult education programs but who do not continue. Why not? What "triggers" an end to their participation?

- What happens to GED examinees who do poorly on part or all of the test? How many of them study for, retake, and eventually pass the test? Who does not? Is information on this survey predictive of or correlated to this division of candidates?

- Follow-up studies could focus specifically on ESL students and programs. What characterizes the successful and unsuccessful ESL students?

- Would teaching material more specifically directed to Hispanic issues or themes be more interesting/productive? A follow-up study of adult education students who use such teaching materials would be instructive.

- An in-depth study of the role of the church in influencing involvement in adult education could be done. (The church is already influential in triggering involvement by some participants. Could a closer partnership be forged, perhaps including more sharing of classrooms and facilities, and more communication of program information to church officials?)

- Follow-up studies could examine the relative success of GED candidates and adult education students from specific training centers and jurisdictions. What differences exist in training and preparation methods? Are some programs evidencing greater success with Hispanic candidates than others, for example? What are the possible explanations for any such differences.

- The Adult Education in Texas Survey focuses on individuals who are aware of and participating in adult education programs. To better understand the factors that inhibit participation in these programs, a follow-up study could identify and survey individuals who are aware of but are *not* participating in adult education programs in the state of Texas.[7]

NOTE TO RESEARCHERS

This project has provided data necessary to conduct follow-up studies to describe how adult education or the GED Tests can affect a person's life. Follow-up studies could focus primarily on individuals who have identified themselves on the initial survey as Hispanic. Results of the initial study and any follow-up studies can be used to broadcast public service announcements throughout the state, informing adult Hispanics and others who have not graduated from high school about opportunities to earn a high school credential.

The Adult Education in Texas Survey data set is extremely rich, containing more data about Hispanic adult education students and GED candidates than could be addressed in this report. The opportunities for longitudinal studies concerning educational, employment, and other patterns of the groups surveyed herein are extensive.

Therefore, data tapes containing an edited Statistical Analysis System (SAS) data set will be retained by the Texas Education Agency and the GED Testing Service of the American Council on Education, in case they are needed by researchers to perform additional analyses. Further, a data file will be retained containing the names and addresses of participants for use in future follow-up studies. Those interested in conducting additional analyses of the data should submit a one-page description of the proposed analyses to the American Council on Education, Director, GED Testing Service, One Dupont Circle, Washington, DC 20036.

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[7] For further information about motivating adult education students, see Beder, H., & Valentine, T. (1987). "Iowa's Adult Basic Education Students: Descriptive Profiles Based on Motivations, Cognitive Ability, and Sociodemographic Variables."

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*These references, though not cited directly in the text, were useful in preparing this report.

Appendix A

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The General Educational Development Testing Service

OF THE AMERICAN COUNCIL ON EDUCATION ONE DUPONT CIRCLE WASHINGTON, D.C. 20036

Dear GED Candidate,

The GED Testing Service and the Texas Education Agency need information about GED candidate characteristics and test performance. This information is needed to improve the means of meeting the needs of future GED candidates and to aid in the development of future GED Tests.

The information that is needed will be obtained from your responses to the items on this survey. Your responses will provide us with valuable insight into the wide range of experiences reflected in your background and how these experiences may be related to your test scores.

Adults in only a few centers have been asked to participate in this survey. Therefore, it is very important that you answer each question as accurately as you can.

YOUR RESPONSES WILL NOT INFLUENCE YOUR GED TEST SCORES OR THE EVALUATION OF THOSE SCORES BY THE STATE DEPARTMENT THAT GRANTS THE HIGH SCHOOL CREDENTIAL, AND THEY WILL REMAIN STRICTLY CONFIDENTIAL. YOUR COMPLETED SURVEY WILL BE SENT DIRECTLY TO OUR OFFICE FOR ANALYSIS AND DESTROYED WHEN THE STUDY IS FINISHED. No individual results will be reported; only group statistics will be published. If you have any general comments regarding the GED please write them in the space provided on the last page of this questionnaire.

Thank you for your participation!

Sincerely,

Henry A. Spille

Henry A. Spille
Director

- **FIRST COMPLETE THE GREEN SURVEY FORM.**
- **THEN, ANSWER THE ADDITIONAL QUESTIONS ON PAGES 2-3 OF THIS LETTER. BE SURE TO MARK YOUR ANSWERS ON THE LAST PAGE OF THE SURVEY FORM.**

The GED Testing Service operates under the policy direction of the Commission on Educational Credit, formerly the Commission on Accreditation of Service Experiences, of the American Council on Education

GED TESTING SERVICE
AMERICAN COUNCIL ON EDUCATION
TEXAS EDUCATION AGENCY

CANDIDATE SURVEY FORM

PLEASE REMEMBER TO MARK YOUR ANSWERS TO THESE ADDITIONAL QUESTIONS ON PAGE 4 OF THE SURVEY FORM. IF YOU ATTENDED GED PREPARATION CLASSES, PLEASE CONTINUE WITH #34. *IF NOT, PLEASE BEGIN WITH #40.*

34. During the past year, about how much money have you spent for **tuition books, and other educational materials** while preparing for the GED Tests?

(a) None
(b) $1.00-10.00
(c) $11.00-25.00
(d) $26.00-50.00
(e) $51.00-75.00
(f) More than $76.00

35. During the past year, about how much money have you spent for **child care and transportation** to attend GED preparation classes?

(a) None
(b) $1-25
(c) $26-50
(d) $51-100
(e) $100-150
(f) $151 +

36. How would you rate the GED preparation program? (MARK ONLY **ONE** CIRCLE)

(a) Very helpful
(b) Helpful
(c) Not very helpful
(d) Of no help
(e) Does not apply (did not attend a preparation program)

37. Do you think the information you studied in the five GED subject areas is equivalent to the information high school graduates have studied in those same five areas? (MARK ONLY **ONE** CIRCLE)

(a) It was more than the information a high school graduate receives.
(b) It was the same material as a high school graduate receives.
(c) It was less information than a high school graduate receives.
(d) It was not equivalent to the information received by a high school graduate.
(e) I don't know if the information was the same.

38. Were the GED preparation classes that you were enrolled in also available in Spanish?

(a) Yes
(b) No
(c) Don't know

39. Which of the GED Test subjects that you studied do you think is most important to your life? (MARK ONLY **ONE** CIRCLE on the survey form)

(a) Writing Skills
(b) Social Studies
(c) Science
(d) Reading Skills
(e) Mathematics

40. How far is this testing center from your home?

(a) Less than 1 mile
(b) Between 1- 5 miles
(c) Between 6-10 miles
(d) Between 11-15 miles
(e) Between 16-20 miles
(f) Between 21-25 miles
(g) More than 26 miles

41. Do you think the GED certificate you earn will be equivalent to a high school diploma for YOUR OWN NEEDS? (MARK ONLY **ONE** CIRCLE)

I think the GED certificate will be:

(a) equivalent to a high school diploma for ALL my needs.
(b) equivalent to a high school diploma for MANY of my needs.
(c) equivalent to a high school diploma for SOME of my needs.
(d) not equivalent to a high school diploma for ANY of my needs.
(e) I don't have any way of comparing the equivalency at this time.

42. How useful do you feel the high school equivalency credential will be in enabling you to get a job or keep your current job?

(a) Extremely useful
(b) Very useful
(c) Useful
(d) Not very useful
(e) Not related to my employment or employability

43. Did you receive any career or job-related counseling before taking the GED Tests? (MARK ONLY **ONE** CIRCLE on the survey form)

(a) Yes, I received career counseling from the state employment office.
(b) Yes, I received career counseling from a community college counselor.

(CONTINUED ON NEXT PAGE)

(c) Yes, I received career counseling from a military recruiter.
(d) Yes, I received career counseling from a friend or a relative.
(e) No, I did not want any career counseling.
(f) No, I wanted career counseling, but none was available.

44. Have you encouraged other people to **stay in school?**
(a) Yes
(b) No
(c) Not applicable

45. Which of the following people encouraged you to stay in school?
(MARK ALL THAT APPLY)

I was encouraged to stay in school by my:

(a) parents or guardian.
(b) siblings [sister(s) or brother(s)].
(c) other relatives (aunts, uncles, etc.).
(d) friends not in family.
(e) teachers or counselors.
(f) principal.
(g) no one.

46. Who is encouraging you to take the GED Tests now?

(a) Spouse
(b) Other family members
(c) Others (friends, teachers, etc.)
(d) Employer
(e) Minister or other spiritual counselor
(f) No one

47. Has anyone in your family enrolled in preparation classes or taken the GED Tests during the past year? (MARK ALL THAT APPLY)

(a) Mother
(b) Father
(c) Sister(s)
(d) Brother(s)
(e) Other relatives (aunts, uncles, grandparents, etc.)
(f) No one

48. Have you recommended the GED Tests to your friends or relatives who are not in school?

(a) YES.
(b) NO, but I WOULD recommend the GED Tests.
(c) NO, and I WOULD NOT recommend the GED Tests.

49. Which of the following statements describes your experience with other students before leaving school? (MARK ALL THAT APPLY)

(a) I had many friends.
(b) I had a small group of friends.
(c) I had no friends.
(d) Many students' attitudes toward me were negative and made me feel very uncomfortable.
(e) I did not get along with many students.
(f) I did not get along with a few students.
(g) None of the above apply to me.

50. Which of the following statements best describes your experience with administrators (for example, the teachers, counselors, and principal) before leaving school?
(MARK ONLY **ONE** CIRCLE)

(a) It was a good experience. I got along well with **most** administrators.
(b) It was a fair experience. I got along well with **some** administrators, but did not get along at all with others.
(c) It was **not** a good experience. I did not get along well with **most** administrators.
(d) I cannot remember what type of experience I had with administrators while in school.

On your survey form, darken one circle for each item.

DARKEN CIRCLE:	*IF YOU:*
(a)	**STRONGLY AGREE**
(b)	**AGREE**
(c)	**DISAGREE**
(d)	**STRONGLY DISAGREE**

51. Good luck is more important for success than hard work.

52. Every time I try to get ahead, something or someone stops me.

53. I don't have much of a chance to be successful in life.

54. I sometimes feel that it is very difficult to learn new material.

55. I would have done better in school if the teachers had gone more slowly while teaching.

During their free time many adults are able to write letters, poems, or in diaries. Some adults are unable to write because of limited free time or lack of interest . These next questions are to help us to understand the writing habits of students who take the GED Tests.

56. What kinds of writing do you do?
(MARK ALL THAT APPLY)

(a) Diary or journal
(b) Business correspondence (letters, memos, etc.)
(c) Personal letters
(d) Creative writing
(e) Other (please specify)

____

57. How often do you write?

(a) Never
(b) About once a month
(c) About once a week
(d) About 3-5 times a week
(e) Daily

PLEASE TURN THE PAGE ⟶

58. Do you have any suggestions for improving services for adults who take the GED Tests in Texas?

59. Do you have any suggestions for getting more people to take the GED Tests in Texas?

60. Do you think a GED certificate is "equal to" a regular high school diploma? Please explain.

THANK YOU FOR YOUR PARTICIPATION IN THIS PROJECT.

GENERAL EDUCATIONAL DEVELOPMENT

GED TESTING SERVICE
of the AMERICAN COUNCIL ON EDUCATION

ONE DUPONT CIRCLE WASHINGTON, D.C. 20036

CANDIDATE SURVEY FORM

TO THE CANDIDATE:

YOUR RESPONSES ARE CONFIDENTIAL AND WILL NOT INFLUENCE YOUR GED TEST SCORES OR THE EVALUATION OF THOSE SCORES BY THE AGENCY THAT GRANTS THE HIGH SCHOOL CREDENTIAL.

Your responses on this form are going to be read and tabulated by machine. So that your responses will be read correctly, please follow all directions exactly and mark all responses carefully. Thank you for your cooperation.

Please:
- Use only a black No. 2 pencil
- Make heavy black marks that completely fill the circle
- Erase clearly any answer you wish to change
- Make no stray marks or folds on this survey form

❶ Your testing supervisor will tell you what numbers to put in the test center boxes below. Blacken the corresponding numbered circle below each box.

Test Center Identification Number

⓪	⓪	⓪	⓪	⓪	⓪
①	①	①	①	①	①
②	②	②	②	②	②
③	③	③	③	③	③
④	④	④	④	④	④
⑤	⑤	⑤	⑤	⑤	⑤
⑥	⑥	⑥	⑥	⑥	⑥
⑦	⑦	⑦	⑦	⑦	⑦
⑧	⑧	⑧	⑧	⑧	⑧
⑨	⑨	⑨	⑨	⑨	⑨

❷ How did you FIRST learn about the GED Testing Program? (MARK ONLY ONE CIRCLE)

○ Friend/Neighbor
○ Relative
○ TV
○ Radio
○ Magazines
○ Newspapers
○ Guidance Counselor
○ Brochure/Pamphlet/Poster
○ Employer/Employment Agency
○ School/Education Agency
○ Probation/Parole officers
○ Other ☐

❸ I expect earning my GED high school equivalency credential will help me to (MARK ALL THAT APPLY)

○ keep my job
○ get a job promotion
○ get a salary increase
○ get a job
○ be admitted to an apprenticeship or on-the-job-training program
○ be admitted to an educational institution (such as a community college or four-year university)
○ be prepared in case I later wanted to get a job or be admitted to an apprenticeship or educational institution
○ enter the military

❹ What is your MOST IMPORTANT reason for taking the GED Tests? (MARK ONLY ONE CIRCLE)

○ Present job requirement
○ Future job requirement
○ Educational admission requirement
○ Own personal enrichment
○ Military requirement
○ Other

❺ Which of the following is true of you? I have had RECENT changes in my (MARK ALL THAT APPLY)

○ AWARENESS about Adult Basic Education or GED (for example, recently found out about the GED program and/or classes which could help me prepare for taking the GED Tests)
○ CAREER (for example, starting a new job, adjusting to current job requirements, looking for a job because of unemployment, or looking for better job)
○ CITIZENSHIP (for example, wanting to become a citizen, becoming a citizen)
○ FAMILY LIFE (for example, recently married, divorced, children no longer at home, family moved to new location, injury, illness, or death of a family member, or retirement of spouse)
○ FREE TIME (for example, reduction in number of hours working has resulted in more time to prepare for or to take the GED Tests)
○ PERSONAL HEALTH (for example, recently became physically disabled or recovered from illness)
○ OTHER Please Explain: ☐

■■○■■■■○○■■○○■○○○○○○○○○○ 09851

DO NOT MARK IN THIS SHADED AREA

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❻ **During the next year, my educational plans are to (MARK ALL THAT APPLY)**
○ study at a community or junior college
○ study at a technical trade or vocational school
○ study at a four year college or university
○ receive on-the-job training in a special skill area
○ I have no immediate educational plans
○ other. Please explain ____________________

❼ **During the next year, my employment plans are to (MARK ONLY ONE CIRCLE)**
○ get a job
○ stay with my employer, doing the same job
○ stay with my employer, change to a better job
○ change employers, [illegible] better job
○ start my own business
○ other. Please explain ____________________

PREPARATION

In preparing for the GED Tests, some adults have used study guides, manuals, private tutors, or have taken special review classes while others have not prepared or studied for the GED Tests before taking them. The next questions are about the way you prepared for the tests. Please mark each item that describes a way you prepared for the GED Tests. (MARK ALL THAT APPLY) If you did not prepare in any way to take the tests mark here ○ , and go to number 11.

❽ **I attended a review class in**
○ writing
○ social studies
○ science
○ reading
○ mathematics
○ test taking

❾ **About how many WEEKS did you spend preparing for the GED Tests?**
○ Over 26 weeks
○ 17–25
○ 8–16
○ 4–7
○ 1–3
○ Less than 1 week

❿ **About how many total HOURS did you spend preparing for the GED Tests?**

○ Over 100 hours	○ 20–30
○ 76–100	○ 11–19
○ 51–75	○ 1–10
○ 31–50	○ none

○ I worked with an individual tutor
○ I took a GED practice test
○ I studied from a book/manual designed for GED preparation
○ I watched GED preparation programs on television

⓫ **Adults spend their work and free time involved in many different activities. Please indicate the number of HOURS PER WEEK you spend reading, watching television, or listening to the radio. If you listen to the radio, please indicate the type of station listened to. (MARK ONLY ONE CIRCLE IN EACH COLUMN)**

READING	WATCHING TV	LISTENING TO RADIO	TYPE OF RADIO STATION I USUALLY LISTEN TO
○ 1–5 hours weekly	○ 1–5 hours weekly	○ 1–5 hours weekly	○ Country & Western
○ 6–10	○ 6–10	○ 6–10	○ Easy Listening
○ 11–16	○ 11–16	○ 11–16	○ Jazz
○ 17–20	○ 17–20	○ 17–20	○ Popular Music
○ Over 20	○ Over 20	○ Over 20	○ Rock & Roll
○ I do not read regularly	○ I do not watch TV regularly	○ I do not listen to the radio regularly	○ Spanish

⓬ **Which of the following materials are you able to read at least once per week? (MARK ALL THAT APPLY)**
○ Books—list 2 most recent → (1) ☐ (2) ☐
○ Journals
○ Manuals
○ Magazines—list up to 2 → (1) ☐ (2) ☐
○ Newspapers. Which sections? ○ General ○ National News ○ Editorial ○ [illegible] ○ [illegible] ○ Sports ○ Entertainment /TV
○ I do not read any of these regularly

⓭ **Which ONE of the following would have made it easier for you to prepare for or take the GED Tests? (MARK ONLY THE MOST IMPORTANT ONE)**
○ Having paid time off from work
○ Increasing the announcements about the availability of the GED preparation [illegible]
○ Providing child care or babysitting while preparing to take the GED Tests
○ Providing transportation to/from the preparation/testing center
○ Scheduling the GED Tests at a different LOCATION
○ Scheduling the GED Tests at a different TIME
○ Scheduling the preparation classes at a different LOCATION
○ Scheduling the preparation classes at a different TIME
○ Other

⓮ **About how long AFTER leaving school did you learn of the GED program? (MARK ONLY ONE CIRCLE)**
○ I knew before I left school
○ Within 6 months
○ 1 year
○ 2–3 years
○ 4–5 years
○ 6 years or more

DO NOT MARK IN THIS SHADED AREA

BACKGROUND INFORMATION

⓯ **SOCIAL SECURITY NUMBER**

☐☐☐ – ☐☐ – ☐☐☐☐

⓪⓪⓪ ⓪⓪ ⓪⓪⓪⓪
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⓰ **AGE**

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③③
④④
⑤⑤
⑥⑥
⑦⑦
⑧⑧
⑨⑨

⓱ **SEX**

○ Male
○ Female

⓲ **MARITAL STATUS**

○ Married
○ Unmarried

⓳ **HISPANIC ORIGIN/ DESCENT**

○ Yes
○ No

⓴ **RACIAL BACKGROUND**
(MARK ONLY ONE CIRCLE)

○ Alaskan Native
○ American Indian
○ Asian
○ Black
○ Hispanic
○ Pacific Islander
○ White
○ Other ______________
○ I prefer not to answer

㉑ **BIRTHPLACE**

○ In this state/province
○ In another state/province
○ Cuba
○ Central America [illegible]
○ Mexico
○ Puerto Rico
○ Southeast Asia [illegible]
○ Other country Please List ☐

㉒ ☐ ← In this box, indicate the total number of adults 18 or older (including yourself) living with you. Then blacken the corresponding numbered circle.

① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨

㉓ In this box, indicate the total number of children 17 or younger living with you. Then blacken the corresponding numbered circle. → ☐

⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨

㉔ Sources of household income (MARK ALL THAT APPLY)

○ Job or self employed
○ Job training work experience program
○ Savings
○ Unemployment compensation
○ Welfare, ADC, disability, other public assistance
○ Spouse's job
○ Social security
○ Other retirement
○ Veterans Assistance (VA)
○ Other source
○ No household income

㉕ Highest grade completed (MARK ONLY ONE CIRCLE)

○ 5th or less
○ 6th
○ 7th
○ 8th
○ 9th
○ 10th
○ 11th
○ 12th

㉖ Grades while in school (MARK ONLY ONE CIRCLE)

○ Mostly A (90–100)
○ About half A and half B (85–89)
○ Mostly B (80–84)
○ About half B and half C (75–79)
○ Mostly C (70–74)
○ About half C and half D (65–69)
○ Mostly D (60–64)
○ Mostly below D (below 60)

㉗ There are many possible reasons for not completing high school. Some adults may have been sick or had to work. Others may have entered the armed forces. Which of the following are reasons why you left school? (MARK ALL THAT APPLY)

○ Difficulties understanding the language
○ Family needed financial help
○ Family thought I should leave school
○ Marriage
○ Moved too often
○ Not interested in school
○ Peer pressure
○ Personal/family illness
○ Poor grades in school
○ Pregnancy
○ Problems with alcohol
○ Problems with drugs
○ Problems with teachers
○ School work too difficult
○ To enter armed forces
○ To take a job
○ Transportation difficulties
○ Other

㉘ Current student status

○ Full-time student
○ Part-time student
○ Not a student

㉙ Do you have a driver's license? ○ Yes ○ No

㉚ Are you registered to vote? ○ Yes ○ No

㉛ Do you use a calculator? ○ Yes ○ No

Please Turn Page and Continue

DO NOT MARK IN THIS SHADED AREA

EMPLOYMENT

㉜ I am CURRENTLY (MARK ONLY ONE CIRCLE)

○ employed full-time FOR PAY
○ employed part-time FOR PAY
○ employed full-time BUT NOT FOR PAY (such as volunteer worker, homemaker, etc.)
○ employed part-time but NOT FOR PAY (such as volunteer worker)
○ unemployed and not seeking employment
○ unemployed but seeking employment
○ retired, not employed

㉝ My current or most recently-held **PRIMARY** job (full-time or part-time) belongs to the following category: (MARK ONLY ONE CIRCLE)

○ Handlers, equipment cleaners, helpers and laborers such as construction laborers, freight and stock handlers and baggers, garbage collectors and vehicle washers
○ Transportation and material moving such as supervisors, motor vehicle operators, bus drivers, taxicab drivers, rail transportation, crane or hoist operators
○ Machine operators, assemblers and inspectors such as lathe operator, printing machine operators, typesetters, welders, hand (including) occupations, [illegible] inspectors
○ Precision production, craft, and repair such as bakers, dress makers, insulation workers, meat cutters and butchers, auto mechanics, repairers, mechanics
○ Farming, forestry, or fishing such as farmers, farm managers or supervisors, farm workers, gardeners, groundskeepers, fishers, loggers
○ Protective service such as fire-fighting and police supervisors, firefighters, guards, law enforcement officers
○ Homemaker
○ Service workers such as custodians, waiters, waitresses
○ Private household such as butlers, cooks, housekeepers, launderers, child care workers (private household)
○ Administrative support including clerical, such as computer operators, secretaries, bank tellers, mail carriers, receptionists, typists, supervisors
○ Sales occupations such as cashiers, insurance or real estate representatives, financial services, retail and wholesale sales workers or representatives
○ Technicians and related support such as computer programmers, dental hygienists, legal assistants, practical nurses
○ Military such as career officer or enlisted rank in service in armed forces
○ Professional specialty occupations such as artists, engineers, librarians, teachers, social workers, writers
○ Executive, administrative and managerial such as accountants, auditors, buyers, inspectors, financial personnel or public relations managers
○ Other
(job title) → ☐
○ Never worked

㉞-㊿ The items in this section may be used for questions designed by your department of education. Please refer to the sheet of additional questions provided by your testing supervisor.

34 ⓐ ⓑ ⓒ ⓓ ⓔ ⓕ ⓖ
35 ⓐ ⓑ ⓒ ⓓ ⓔ ⓕ ⓖ
36 ⓐ ⓑ ⓒ ⓓ ⓔ ⓕ ⓖ
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63 ⓐ ⓑ ⓒ ⓓ ⓔ ⓕ ⓖ

Thank you for answering these questions. Because our interest in you extends beyond the time you complete the test, the GED Testing Service may wish to contact you within the next 18 months regarding your attitudes and opinions about your GED experience and other related topics. We will do so, however, only if you check "Yes", and give your address below. (You will be contacted only once.)

○ Yes, the GED Testing Service may contact me for a follow-up study.

NAME ______________________________
Please Print Clearly

ADDRESS ______________________________
Street Number Street Apt. #

____
City State Zip Code

○ No, please do not contact me in any later studies.

■■○■■■■○○■■○○■○○○○○○○○○○ 09851
DO NOT MARK IN THIS SHADED AREA

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The General Educational Development Testing Service

OF THE AMERICAN COUNCIL ON EDUCATION ONE DUPONT CIRCLE WASHINGTON, D.C. 20036

Estimado candidato al examen de GED:

El GED Testing Service y la Texas Education Agency necesitan obtener informes sobre las características de los candidatos al examen de GED y su desempeño en esta prueba. Esto servirá para mejorar los medios de satisfacer las necesidades de futuros candidatos y para asistir en la preparación de futuros exámenes.

La información necesaria surgirá de las respuestas de cada uno a las preguntas de esta encuesta, la cual nos permitirá compenetrarnos de la amplia variedad de experiencias reflejadas en sus datos personales, y nos mostrará la relación de dichas experiencias con los resultados del examen.

Solamente los estudiantes de unos pocos centros han sido invitados a participar en esta encuesta. Por lo tanto, es muy importante que usted responda a cada pregunta tan cuidadosamente como le sea posible.

SUS RESPUESTAS NO INFLUIRÁN EN LAS NOTAS DE SU EXAMEN NI EN LA EVALUACIÓN DE DICHAS NOTAS POR EL DEPARTAMENTO DE ESTADO QUE CONCEDE EL DIPLOMA DE LA ESCUELA SUPERIOR, Y SE MANTENDRÁN ESTRICTAMENTE CONFIDENCIALES. SU FORMULARIO COMPLETADO SERÁ ENVIADO DIRECTAMENTE A NUESTRA OFICINA PARA SU ANÁLISIS Y SERÁ DESTRUIDO UNA VEZ TERMINADO EL ESTUDIO. Ningún resultado individual será divulgado; solamente se publicarán las estadísticas globales. Si desea hacer algún comentario de carácter general sobre el GED, haga el favor de escribirlo en el espacio provisto en la última página del cuestionario.

Muchas gracias por su participación!

Sinceramente,

Henry A. Spille

Henry A. Spille
Director

- **PRIMERO, COMPLETAR LA FORMA ROJA.**
- **DESPUÉS, CONTESTAR LAS PREGUNTAS EN PÁGINAS 2 Y 3 DE ESTA CARTA. MARCAR SUS RESPUESTAS EN LA ULTIMA PÁGINA DE ESTA FORMA.**

The GED Testing Service operates under the policy direction of the Commission on Educational Credit, formerly the Commission on Accreditation of Service Experiences, of the American Council on Education

GED TESTING SERVICE
AMERICAN COUNCIL ON EDUCATION
TEXAS EDUCATION AGENCY

FORMULARIO PARA RECONOCIMIENTO DE CANDIDATOS

POR FAVOR, ACUÉRDESE DE MARCAR SUS RESPUESTAS A ESTAS PREGUNTAS ADICIONALES EN LA PÁGINA 4 DEL FORMULARIO PARA RECONOCIMIENTO DE CANDIDATOS. SI ASISTIÓ A LAS CLASES DE PREPARACIÓN DEL GED, CONTINÚE CON EL NÚMERO 34. SI NO, COMIENCE CON EL NÚMERO 40.

34. Durante el año pasado ¿aproximadamente cuánto dinero ha gastado usted en libros de texto y otros elementos educacionales mientras se preparaba para el examen de GED?

(a) Nada
(b) De $1.00 a 10.00
(c) De $11.00 a 25.00
(d) De $26.00 a 50.00
(e) De $51.00 a 75.00
(f) Más de $76.00

35. Durante el año pasado ¿aproximadamente cuánto dinero ha gastado usted mientras asistía a las clases de preparación en el cuidado de sus niños y en transporte?

(a) Nada
(b) $1–25
(c) $26–50
(d) $51–100
(e) $100–150
(f) Más de $151

36. ¿Cómo calificaría usted el programa de preparación de GED? (MARQUE SÓLO UN CÍRCULO)

(a) Muy útil
(b) Útil
(c) No muy útil
(d) Inútil
(e) No asistí al programa

37. ¿Piensa usted que lo que estudió en las cinco materias que abarca el GED es equivalente a lo que han estudiado los graduados de la escuela superior en esas mismas materias? (MARQUE SÓLO UN CÍRCULO)

(a) El material estudiado es más completo que el estudiado por los graduados de la escuela superior.
(b) El material estudiado es el mismo que el de la escuela superior.
(c) El material estudiado es menos completo que el recibido en la escuela superior.
(d) No sé si la información es la misma.

38. Las clases de preparación para el GED a las que usted asistió ¿se daban también en español?

(a) Sí
(b) No
(c) No sé
(d) No se aplica a este caso

39. ¿Cuál de las asignaturas del examen de GED considera usted de **más** valor para su vida? (MARQUE SÓLO UN CÍRCULO)

(a) Habilidad de escribir
(b) Estudios sociales
(c) Ciencias
(d) Lectura
(e) Matemáticas

40. ¿A qué distancia de su casa queda este centro de exámenes?

(a) Menos de 1 milla
(b) Menos de 5 millas
(c) Entre 6 y 10 millas
(d) Entre 11 y 15 millas
(e) Entre 16 y 20 millas
(f) Entre 21 y 25 millas
(g) Más de 26 millas

41. ¿Cree usted que el certificado que reciba de GED será equivalente a un diploma de la escuela superior para SUS PROPIAS NECESIDADES? (MARQUE SÓLO UN CÍRCULO)

Creo que el certificado de GED será:
(a) equivalente a un diploma de escuela superior para TODA ocasión en que me lo exijan.
(b) equivalente a un diploma de escuela superior para MUCHAS ocasiones.
(c) equivalente a un diploma de escuela superior para ALGUNAS ocasiones.
(d) **no será equivalente** a un diploma de escuela superior en NINGUNA ocasión.
(e) no estoy en condiciones de comparar la equivalencia en este momento.

42. ¿Qué utilidad podrá tener el certificado de equivalencia de escuela superior para conseguir trabajo o conservar el que ya tiene? (MARQUE SÓLO UN CÍRCULO)

(a) Extremadamente útil
(b) Muy útil
(c) Útil
(d) No muy útil
(e) No afectará mi empleo ni mi posibilidad de obtener empleo

43. ¿Recibió usted asesoramiento relacionado con su futura carrera u ocupación antes de presentarse al examen de GED? (MARQUE SÓLO UN CÍRCULO en el formulario)

(a) Sí, recibí asesoramiento de la oficina de empleos del estado.

Continuado en la página que sigue

(b) Sí, recibí asesoramiento de un consejero de la universidad.
(c) Sí, recibí asesoramiento de un reclutador militar.
(d) Sí, recibí asesoramiento de un amigo o pariente.
(e) No, no quise recibir asesoramiento.
(f) No. Quise obtenerlo, pero no lo había disponible.

44. ¿Ha animado a otros alumnos para que sigan en la escuela?

(a) Sí
(b) No
(c) No se aplica a este caso

45. ¿Cuáles de las siguientes personas le animaron a seguir en la escuela? (MARQUE TODOS LOS QUE CORRESPONDAN)

(a) Padres o guardián
(b) Hermana(s) o hermano(s)
(c) Otros parientes (tías, tíos, etc.)
(d) Amigos fuera de la familia
(e) Maestros o consejeros
(f) Director
(g) Nadie

46. Actualmente ¿quién le anima a presentarse a las pruebas de GED?

(a) Cónyuge
(b) Otros miembros de la familia
(c) Otras personas (amigos, maestros, etc.)
(d) Pastor u otro consejero espiritual
(e) Nadie

47. ¿Se ha enrolado algún miembro de su familia en las clases de preparación o ha dado los examenes de GED durante el año pasado? (MARQUE TODO LO QUE CORRESPONDA)

(a) Madre
(b) Padre
(c) Hermana(s)
(d) Hermano(s)
(e) Otros parientes (tías, tíos, abuelos, etc.)
(f) Nadie

48. ¿Ha recomendado usted las pruebas del GED a sus amigos o parientes que ahora no asisten a ninguna escuela?

(a) Sí
(b) No, pero LO RECOMENDARÍA
(c) No, pero NO LO RECOMENDARÍA
(d) No sé

49. De las siguientes declaraciones ¿cuáles describen su experiencia con sus compañeros mientras estaba en la escuela? (MARQUE TODAS LAS QUE CORRESPONDAN)

(a) Tenía muchos amigos.
(b) Tenía un pequeño grupo de amigos.
(c) No tenía amigos.
(d) Muchos estudiantes tenían una actitud negativa para conmigo y me hacían sentir muy incómodo.
(e) No me llevaba bien con muchos estudiantes.
(f) No me llevaba bien con algunos estudiantes.
(g) Ninguno de los casos anteriores se aplica a mí.

50. De las siguientes declaraciones ¿cuál describe mejor su experiencia con los administradores (por ejemplo, maestros, consejeros y director/a) mientras asistía a la escuela?

(a) Mi experiencia fue buena. Me llevaba bien con **la mayoría** de los administradores.
(b) Mi experiencia fue regular. Me llevaba bien con **algunos** administradores.
(c) Mi experiencia no fue buena. Me llevaba mal con la mayoría de los administradores.
(d) No recuerdo qué clase de experiencia tuve con los administradores mientras asistía a la escuela.

En su formulario, rellene un círculo para cada una de las afirmaciones.

RELLENE EL CÍRCULO	**SI USTED ESTÁ:**
(a)	**ABSOLUTAMENTE DE ACUERDO**
(b)	**DE ACUERDO**
(c)	**NO ESTÁ DE ACUERDO**
(d)	**ENÉRGICAMENTE EN DESACUERDO**

51. La suerte es más importante para el éxito que el esfuerzo.

52. Cada vez que trato de salir adelante, algo o alguien me lo impide.

53. No tengo muchas probabilidades de lograr el éxito en la vida.

54. A veces me resulta muy difícil aprender el material nuevo.

55. Me hubiera ido mejor en la escuela si los maestros hubieran enseñado más lentamente.

Durante su tiempo libre muchos adultos escriben cartas, poesías o diarios. Algunos no lo hacen por falta de tiempo o interés. Las siguientes preguntas nos ayudarán a comprender el hábito de escribir en los estudiantes que asisten al programa de educación para adultos.

56. ¿Qué escribe usted? (MARQUE TODO LO QUE CORRESPONDA)

(a) Diario o memorias
(b) Correspondencia comercial (cartas, memorandos, etc.)
(c) Cartas personales
(d) Literatura original
(e) Otro tipo de composición (especifique)

____

57. ¿Escribe usted a menudo?

(a) Nunca
(b) Más o menos una vez por mes.
(c) Más o menos una vez por semana
(d) De 3 a 5 veces por semana
(e) Diariamente

58. ¿Tiene usted algún sugestión como mejorar el servicio para adultos que cogen el examen GED en Texas?

59. ¿Tiene usted algún sugestión como obtener que mas gente cogen el examen GED en Texas?

60. ¿Creer usted que el certificado de GED es igual a un diploma de la escuela secundaria? Por favor explique.

GRACIAS POR LA PARTICIPACIÓN EN ESTE PROYECTO.

GENERAL EDUCATIONAL DEVELOPMENT

GED TESTING SERVICE
of the AMERICAN COUNCIL ON EDUCATION

ONE DUPONT CIRCLE WASHINGTON, D.C. 20036

FORMULARIO PARA RECONOCIMIENTO DE CANDIDATOS

AL CANDIDATO:

SUS RESPUESTAS SON CONFIDENCIALES Y NO INFLUIRÁN EN LOS RESULTADOS DEL EXAMEN DE GED NI EN LA EVALUACIÓN DE LOS MISMOS POR LA AGENCIA QUE DA LOS CERTIFICADOS DE ESCUELA SUPERIOR

Sus respuestas en este formulario serán leidas y tabuladas a máquina. A fin de que puedan interpretarse correctamente, haga el favor de seguir las instrucciones al pie de la letra y marque las respuestas con cuidado. Gracias por su cooperación.

Por favor:
- Use sólo lápiz No. 2.
- Haga marcas bien negras que llenen todo el circulo.
- Borre bien las respuestas que desee cambiar.
- No haga marcas confusas ni pliegue esta forma.

❶ El supervisor de pruebas le dirá qué números debe colocar en el diagrama siguiente. Rellene el circulo que corresponda debajo de cada cuadro.

Número de identificación del Centro de Exámenes

⓪	⓪	⓪	⓪	⓪	⓪
①	①	①	①	①	①
②	②	②	②	②	②
③	③	③	③	③	③
④	④	④	④	④	④
⑤	⑤	⑤	⑤	⑤	⑤
⑥	⑥	⑥	⑥	⑥	⑥
⑦	⑦	⑦	⑦	⑦	⑦
⑧	⑧	⑧	⑧	⑧	⑧
⑨	⑨	⑨	⑨	⑨	⑨

❷ ¿Cómo supo por PRIMERA vez del Programa de Exámenes de GED? (MARQUE SÓLO UN CÍRCULO)

○ Amigo/Vecino
○ Pariente
○ Televisión
○ Radio
○ Revistas
○ Diarios
○ Consejero
○ Folleto/Cartel
○ Patrón/Agencia de empleos
○ Escuela/Agencia de educación
○ Consejero del cárcel
○ Otro ____________

❸ Espero que mi certificado de equivalencia me ayude a (MARQUE LOS QUE CORRESPONDAN)

○ mantener mi empleo
○ obtener un ascenso
○ obtener un aumento de sueldo
○ conseguir empleo
○ ser admitido como aprendiz o a un programa de adiestramiento en el trabajo
○ entrar a un establecimiento educacional (como una universidad de dos o cuatro años)
○ estrar preparado por si más adelante deseara conseguir empleo, ser admitido como aprendiz o ingresar en la universidad
○ alistarse en el ejército

❹ ¿Cuál es su PRINCIPAL razón para someterse a las pruebas de GED? (MARQUE SÓLO UN CÍRCULO)

○ Mi puesto actual lo requiere
○ Mi futuro puesto lo requiere
○ Es necesario para ser admitido en un establecimiento de educación
○ Por satisfacción propia
○ Requisito militar
○ Otra

❺ ¿Cuáles de los siguientes casos se aplican a usted? Recientes cambios han ocurrido en mi? (MARQUE LOS QUE CORRESPONDAN)

○ CONOCIMIENTO del programa de Educación Básica de Adultos o GED (por ejemplo: hace poco supe que existia el programa GED, o que habia clases que me prepararian para pasar los exámenes del GED)
○ CARRERA (por ejemplo: comienzo de un nuevo empleo, adaptación a los requisitos de mi empleo actual, busco trabajo por desocupación, o busco mejor empleo).
○ CIUDADANIA (por ejemplo: deseo hacerme ciudadano, me he hecho ciudadano)
○ VIDA DE FAMILIA (por ejemplo: matrimonio reciente, divorcio, los hijos han dejado el hogar, cambio de domicilio, accidente, enfermedad o muerte de un miembro de la familia, jubilación de la esposa o marido).
○ HORAS LIBRES (por ejemplo: menos horas de trabajo me dejan más tiempo para estudiar para los exámenes de GED)
○ SALUD (por ejemplo: recientemente quedé inválido, o he recuperado la salud)
○ OTRO Explique: ____________

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6 Mis planes de educación durante el año viene son (MARQUE LOS QUE CORRESPONDAN)

- ○ estudiar en una universidad de dos años
- ○ estudiar en una escuela técnica o vocacional
- ○ estudiar en una universidad de cuatro años
- ○ recibir adiestramiento mientras trabajo en un campo especializado
- ○ no tengo intención de estudiar
- ○ otro. Explique ____________________

7 Mi proyecto para trabajo durante el año que viene (MARQUE QUE SÓLO CÍRCULO)

- ○ buscar empleo
- ○ seguir con mi empleador, y con el mismo trabajo
- ○ seguir con mi empleador, pero con un trabajo mejor
- ○ cambiar de empleador, para obtener un trabajo mejor
- ○ comenzar mi propio negocio
- ○ otro. Explique ____________________

PREPARACIÓN

Al prepararse para las pruebas del GED, algunos adultos han estudiado guias o manuales, han tomado maestros particulares o han asistido a clases especiales de repaso. Otros no se han preparado ni estudiado para el examen. Las siguientes preguntas se refieren a la forma en que usted se ha preparado. Por favor, marque las líneas que describen su caso. (MARQUE TODAS LAS QUE CORRESPONDAN) Si no ha preparado de ningu modopara el examen de GED, marque aqui ○ y va a numero 11.

8 Asistí a una clase de repaso en

- ○ composición
- ○ estudios sociales
- ○ ciencias
- ○ lectura
- ○ matemáticas
- ○ práctica de examen

9 Aproximadamente ¿cuántas SEMANAS dedicó a prepararse para el examen GED?

- ○ Más de 26 semanas
- ○ 17–25
- ○ 8–16
- ○ 4–7
- ○ 1–3
- ○ Menos de 1 semana

10 Aproximadamente ¿cuántas HORAS en total dedicó a prepararse para el examen GED?

- ○ Mas de 100 horas
- ○ 76–100
- ○ 50–75
- ○ 31–49
- ○ 20–30
- ○ 11–19
- ○ 1–10
- ○ ninguna

- ○ Estudié con un maestro particular
- ○ Di un examen GED de prueba
- ○ Estudie con un libro/manual destinado a la preparación para el examen GED
- ○ Miré programas de preparación para el examen GED en el canal de Televisión Pública (PBS)

11 Las personas adultas se didican a muchas actividades distintas durante sus horas de trabajo y libres. Indique el número de horas semanales que se ocupa de leer, mirar televisión, o escuchar la radio. Si escucha radio, indique qué tipo de estación escoge. (MARQUE SÓLO UN CÍRCULO EN CADA COLUMNA)

LECTURA	TELEVISIÓN	RADIO	TIPO DE ESTACIÓN DE RADIO QUE MÁS ESCUCHO
○ 1–5 horas semanales	○ 1–5 horas semanales	○ 1–5 horas semanales	○ Country y Western
○ 6–10	○ 6–10	○ 6–10	○ Música suave
○ 11–16	○ 11–16	○ 11–16	○ Jazz
○ 17–20	○ 17–20	○ 17–20	○ Música popular
○ Más de 20	○ Más de 20	○ Más de 20	○ Rock y Roll
○ No leo con regularidad	○ No miro televisión con regularidad	○ No escucho la radio con regularidad	○ Radio en español

12 ¿Qué clase de literatura lee usted por lo menos una vez por semana? (MARQUE TODO LO QUE CORRESPONDA)

- ○ Libros-mencione los dos más recientes ⟶ (1) ☐ (2) ☐
- ○ Periódicos
- ○ Manuales
- ○ Revistas - mencione dos ⟶ (1) ☐ (2) ☐
- ○ Diarios - ¿Qué secciones? ○ Tiras cómicas ○ Noticias nacionales ○ Editoriales ○ Deportes ○ Noticias locales ○ Espectáculos ○ Anuncios
- ○ No leo nada con regularidad

13 De las siguientes posibilidades ¿cuáles hubieran facilitado su preparación, o le hubieran ayudado a presentarse para los exámenes GED? (MARQUE SÓLO LA MÁS IMPORTANTE)

- ○ Licencia con sueldo
- ○ Más anuncios que hagan saber que hay programas de preparación para el GED en su barrio
- ○ Facilidades para el cuidado de sus niños durante el período de preparación para el GED
- ○ Facilitar medios de transporte para ir y volver del centro de estudio
- ○ Cambiar el SITIO donde se dan los exámenes de GED
- ○ Cambiar las HORAS de los exámenes
- ○ Dar las clases de preparación en un SITIO diferente
- ○ Dar las clases de preparación a HORAS diferentes
- ○ Otra

14 ¿Más o menos cuánto tiempo DESPUÉS de abandonar su escuela supo usted del programa de GED?

- ○ Lo supe antes de abandonar la escuela
- ○ En los 6 meses siguientes
- ○ 1 año
- ○ 2–3 años
- ○ 4–5 años
- ○ 6 años o más

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INFORMES PERSONALES

⑮ NÚMERO DE SEGURIDAD SOCIAL

			–			–				
⓪	⓪	⓪		⓪	⓪		⓪	⓪	⓪	⓪
①	①	①		①	①		①	①	①	①
②	②	②		②	②		②	②	②	②
③	③	③		③	③		③	③	③	③
④	④	④		④	④		④	④	④	④
⑤	⑤	⑤		⑤	⑤		⑤	⑤	⑤	⑤
⑥	⑥	⑥		⑥	⑥		⑥	⑥	⑥	⑥
⑦	⑦	⑦		⑦	⑦		⑦	⑦	⑦	⑦
⑧	⑧	⑧		⑧	⑧		⑧	⑧	⑧	⑧
⑨	⑨	⑨		⑨	⑨		⑨	⑨	⑨	⑨

⑯ EDAD

	⓪
①	①
②	②
③	③
④	④
⑤	⑤
⑥	⑥
⑦	⑦
⑧	⑧
⑨	⑨

⑰ SEXO

○ Masculino
○ Femenino

⑱ ESTADO CIVIL

○ Casado
○ Soltero

⑲ ¿ORIGEN ASCENDENCIA HISPÁNICA?

○ Sí
○ No

⑳ ANTECEDENTES RACIALES
(MARQUE SÓLO UN CÍRCULO)

○ Español
○ Indio estadounidense
○ Asiático
○ Negro
○ Hispánico
○ Natural de las islas del Pacífico
○ Blanco
○ Otro ____________
____
○ Pefiero no contestar

㉑ LUGAR DE NACIMIENTO

○ En este estado/provincia
○ En otro estado/provincia
○ Cuba
○ Centroamérica (Guatemala, Honduras, Nicaragua, etc.)
○ México
○ Puerto Rico
○ América del Sur país
○ Otro país

Explique:

㉒ ← En este cuadro, indique el número de adultos de 18 años o mayores (incluso usted) que viven con usted. Luego rellene el círculo correspondiente.

① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨

㉓ En este cuadro, → indique el número de niños que viven con usted. Luego rellene el círculo correspondiente.

⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨

㉔ Fuentes de entradas de la familia (MARQUE TODAS LAS QUE CORRESPONDAN)

○ Empleo a negocio propio
○ Programa de trabajo para dar práctica y experiencia
○ Ahorros
○ Compensación por desempleo
○ Asistencia social (Welfare) ADC, incapacidad física, otra forma de ayuda pública
○ Empleo del cónyuge
○ Seguridad social
○ Otra jublicatión
○ Asistencia a veteranos (VA)
○ Otra fuente de ingresos
○ No hay entradas

㉕ ¿Cuántos años ha completado en la escuela? (MARQUE UN SÓLO CÍRCULO)

○ 5 ó menos
○ 6
○ 7
○ 8
○ 9
○ 10
○ 11
○ 12

㉖ Notas obtenidas en la escuela (MARQUE UN SÓLO CÍRCULO)

○ Mayormente A (90–100)
○ Más o menos la mitad A y la mitad B (85–89)
○ Mayormente B (80–84)
○ Más o menos la mitad B y la mitad C (75–79)
○ Mayormente C (70–74)
○ Más o menos la mitad C y la mitad D (65–68)
○ Mayormente D (60–64)
○ Mayormente menos de D (menos de 60)

㉗ Hay muchos motivos que a veces impiden completar la escuela superior. Algunas personas adultas pueden haber estado enfermas o haber tenido que trabajar. Otras pueden haber ingresado en las fuerzas armadas. De las siguientes ¿cuáles son sus razones? (MARQUE TODAS LAS QUE CORRESPONDAN)

○ Dificultad para entender el idioma
○ La familia necesitaba ayuda financiera
○ La familia quiso que dejara de estudiar
○ Obligaciones por matrimonio
○ Frecuentes cambios de domicilio
○ Falta de interés
○ Influencia de los compañeros
○ Enfermedad propia o en la familia
○ Malas notas en la escuela
○ Embarazo
○ Alcoholismo
○ Problemas con drogas
○ Problemas con maestros
○ Tarea escolar demasiado difícil
○ Para ingresar en el ejército
○ Para tomar un empleo
○ Dificultades de transporte
○ Otra

㉘ Condición actual como estudiante

○ Jornada completa de estudiante
○ Parte del tiempo solamente
○ No soy estudiante

㉙ ¿Tiene licencia de conductor?	○ Sí	○ No
㉚ ¿Está inscrito para votar?	○ Sí	○ No
㉛ ¿Emplea calculadora?	○ Sí	○ No

Continúe en la página siguiente

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EMPLEO

㉜ **ACTUALMENTE estoy (MARQUE SOLAMENTE UN CÍRCULO)**

○ empleado con horario completo y A SUELDO
○ empleado parte del tiempo y A SUELDO
○ empleado con horario completo pero SIN SUELDO (por ejemplo, voluntario, tareas domésticas, etc.)
○ empleado parte del tiempo, pero SIN SUELDO (por ejemplo, voluntario)
○ sin empleo ni lo busco
○ sin empleo y estoy buscando trabajo
○ jubilado, sin empleo

㉝ **Mi principal empleo, actual o más reciente (horario completo o parte del tiempo) pertenece a la siguiente categoría: (MARQUE SOLAMENTE UN CÍRCULO)**

○ Trabajadores manuales, trabajos de limpieza, ayudantes y obreros (como en construcción, acarreo de mercancías, embalajes, lavado de vehículos y recolección de basura)
○ Transporte de pasajeros y materiales (como supervisores, conductores de vehículos motorizados, choferes de ómnibus y taxis, maquinistas de tren, operadores de grúas, tractores o topadoras)
○ Maquinistas, montadores e inspectores (como torneros, impresores, tipógrafos, soldadores, trabajadores en decoración manual, inspectores de producción)
○ Productos de precisión, trabajo manual y reparaciones (como detonadores, costureras, trabajadores en aislación, cortadores de carne y carniceros, mecánicos de automóvil, reparadores, mecánicos)
○ Agricultura, cultivo de bosques, o pesca (como granjeros, administradores o supervisores de granjas, jornaleros, jardineros, guardianes, pescadores, cazadores)
○ Servicios de protección (como supervisores, bomberos, guardianes, policías)
○ Amas de casa
○ Servicios (como cocineros, guardianes, camareros)
○ Casas particulares (como mayordomos, cocineras, amas de llaves, lavanderas, niñeras, trabajo doméstico particular)
○ Asistentes de administración, incluso personal de oficina (como operadores de computadoras, encargados de información, mensajeros, secretarios, supervisores de oficina en general)
○ Ocupaciones relacionadas con ventas (como cajeros, corredores de seguros o de bienes raíces, vendedores al por menor o mayor, representantes personales o financieros)
○ Técnicos y asistentes relacionados (como programador de computadora, higienistas dentales, asistentes legales, enfermeras no diplomadas)
○ Fuerzas armadas (oficial o miembro sin rango de las fuerzas armadas)
○ Ocupaciones profesionales especializadas (como pintores, ingenieros, músicos, maestros, asistentes sociales, escritores)
○ Puestos ejecutivos, administrativos y directivos (como contadores, auditores, agentes compradores, inspectores, jefes de finanzas, personal o publicidad)
○ Otro
título → ☐
○ Nunca he trabajado

34-63 **Esta sección puede ser utilizada para preguntas redactadas por los departamentos de educación locales. Haga el favor de referirse a la hoja de preguntas adicionales que su supervisor de examen le proporcionará.**

34	ⓐ	ⓑ	ⓒ	ⓓ	ⓔ	ⓕ	ⓖ	44	ⓐ	ⓑ	ⓒ	ⓓ	ⓔ	ⓕ	ⓖ	54	ⓐ	ⓑ	ⓒ	ⓓ	ⓔ	ⓕ	ⓖ
35	ⓐ	ⓑ	ⓒ	ⓓ	ⓔ	ⓕ	ⓖ	45	ⓐ	ⓑ	ⓒ	ⓓ	ⓔ	ⓕ	ⓖ	55	ⓐ	ⓑ	ⓒ	ⓓ	ⓔ	ⓕ	ⓖ
36	ⓐ	ⓑ	ⓒ	ⓓ	ⓔ	ⓕ	ⓖ	46	ⓐ	ⓑ	ⓒ	ⓓ	ⓔ	ⓕ	ⓖ	56	ⓐ	ⓑ	ⓒ	ⓓ	ⓔ	ⓕ	ⓖ
37	ⓐ	ⓑ	ⓒ	ⓓ	ⓔ	ⓕ	ⓖ	47	ⓐ	ⓑ	ⓒ	ⓓ	ⓔ	ⓕ	ⓖ	57	ⓐ	ⓑ	ⓒ	ⓓ	ⓔ	ⓕ	ⓖ
38	ⓐ	ⓑ	ⓒ	ⓓ	ⓔ	ⓕ	ⓖ	48	ⓐ	ⓑ	ⓒ	ⓓ	ⓔ	ⓕ	ⓖ	58	ⓐ	ⓑ	ⓒ	ⓓ	ⓔ	ⓕ	ⓖ
39	ⓐ	ⓑ	ⓒ	ⓓ	ⓔ	ⓕ	ⓖ	49	ⓐ	ⓑ	ⓒ	ⓓ	ⓔ	ⓕ	ⓖ	59	ⓐ	ⓑ	ⓒ	ⓓ	ⓔ	ⓕ	ⓖ
40	ⓐ	ⓑ	ⓒ	ⓓ	ⓔ	ⓕ	ⓖ	50	ⓐ	ⓑ	ⓒ	ⓓ	ⓔ	ⓕ	ⓖ	60	ⓐ	ⓑ	ⓒ	ⓓ	ⓔ	ⓕ	ⓖ
41	ⓐ	ⓑ	ⓒ	ⓓ	ⓔ	ⓕ	ⓖ	51	ⓐ	ⓑ	ⓒ	ⓓ	ⓔ	ⓕ	ⓖ	61	ⓐ	ⓑ	ⓒ	ⓓ	ⓔ	ⓕ	ⓖ
42	ⓐ	ⓑ	ⓒ	ⓓ	ⓔ	ⓕ	ⓖ	52	ⓐ	ⓑ	ⓒ	ⓓ	ⓔ	ⓕ	ⓖ	62	ⓐ	ⓑ	ⓒ	ⓓ	ⓔ	ⓕ	ⓖ
43	ⓐ	ⓑ	ⓒ	ⓓ	ⓔ	ⓕ	ⓖ	53	ⓐ	ⓑ	ⓒ	ⓓ	ⓔ	ⓕ	ⓖ	63	ⓐ	ⓑ	ⓒ	ⓓ	ⓔ	ⓕ	ⓖ

Le agradecemos por haber contestado estas preguntas. Nuestro interés en usted se extiende más allá del tiempo que ha dedicado a completar la prueba, y por tanto el GED Testing Service posiblemente se ponga en contacto con usted en los próximos 18 meses con referencia a su actitud y opiniones en cuanto a su experiencia con el GED y otros temas relacionados. Sin embargo, sólo lo haremos si usted indica "Sí" a continuación y agrega su dirección. (Le escribiremos solamente una vez.)

○ Sí, estoy de acuerdo en que el GED Testing Service se ponga en contacto conmigo con respecto a un estudio complementario.

NOMBRE ______________________________
Escriba claramente con letra de imprenta

DIRECCIÓN ______________________________
Número Calle Apt. #

____
Ciudad Estado Zip

○ No, no deseo intervenir en estudios posteriores.

■■○○■■○○○■○○○■■○○○○○○○○○○○ 25139
NO HAGA MARCAS EN ESTA ZONA SOMBREADA

AMERICAN COUNCIL ON EDUCATION
Office on Educational Credit and Credentials

Dear Adult Education Student,

The American Council on Education and the Texas Education Agency are interested in providing the best educational services possible by improving the available services to you and future students. So that we may best meet student needs, we are attempting to find out the relevant information. Yet, because information about students enrolled in adult education is not routinely collected or summarized, no clear statewide picture is available about student characteristics or performance. Completing this survey will help us learn more about participants in adult education programs in Texas.

This information will provide valuable insight into the wide range of experiences reflected in your background and how these experiences may be related to your educational needs. In addition, your answers to this survey will be very helpful in the development of future adult education programs.

Students enrolled in only a few adult education centers have been asked to participate in this survey. Therefore, it is very important that you answer each question as accurately as you can. YOUR RESPONSES WILL NOT INFLUENCE YOUR EVALUATION WITHIN THE ADULT EDUCATION PROGRAM AND THEY WILL REMAIN STRICTLY CONFIDENTIAL. YOUR COMPLETED SURVEY WILL BE SENT DIRECTLY TO OUR OFFICE FOR ANALYSIS AND DESTROYED WHEN THE STUDY IS FINISHED. No individual results will be reported; only group statistics will be published. If you have any additional comments regarding the Adult Education program, please write them in the space provided on the last page of the questionnaire.

Thank you for your participation!

Sincerely,

Henry A. Spille

Henry A. Spille
Director

- **FIRST COMPLETE THE BLUE SURVEY FORM.**
- **THEN, ANSWER THE ADDITIONAL QUESTIONS ON PAGES 2-3 OF THIS LETTER. BE SURE TO MARK YOUR ANSWERS ON THE LAST PAGE OF THE SURVEY FORM.**

One Dupont Circle, Washington, D.C. 20036-1193 (202) 833-4770

AMERICAN COUNCIL ON EDUCATION
TEXAS EDUCATION AGENCY

ADULT EDUCATION SURVEY

STUDENTS, PLEASE REMEMBER TO MARK YOUR ANSWERS TO THESE ADDITIONAL QUESTIONS ON PAGE 4 OF THE SURVEY FORM.

33. During the past year, about how much money have you spent for **tuition, books, and other materials** for classes at the adult education center?

(a) None
(b) $1.00-10.00
(c) $11.00-25.00
(d) $26.00-50.00
(e) $51.00-75.00
(f) More than $76.00

34. During the past year, about how much money have you spent for child care and transportation to attend classes at the adult education center.

(a) None
(b) $1-25
(c) $26-50
(d) $51-100
(e) $100-150
(f) $151 +

35. How far is this adult education center from your HOME?

(a) Less than 1 mile
(b) Between 1-5 miles
(c) Between 6-10 miles
(d) Between 11-15 miles
(e) Between 16-20 miles
(f) Between 21-25 miles
(g) More than 26 miles

36. How far is this adult education center from your WORK?

(a) Less than 1 mile
(b) Between 1-5 miles
(c) Between 6-10 miles
(d) Between 11-15 miles
(e) Between 16-20 miles
(f) Between 21-25 miles
(g) More than 26 miles

37. Would you prefer that the preparation class to be located closer to work or home?

(a) Closer to work
(b) Closer to home
(c) No preference

38. Were the adult education classes that you were enrolled in also available in Spanish?

(a) Yes
(b) No
(c) Don't know

39. I would like the adult education classes to be available at a local
(MARK ONLY **ONE** CIRCLE)

(a) church.
(b) library.
(c) high school.
(d) community college.
(e) four-year university.
(f) work site
(g) other

40. Which of the following methods of transportation do you use **most often**?
(MARK ONLY **ONE** CIRCLE)

(a) Self owned car/motorcycle
(b) Car/motorcycle owned by other family member
(c) Car/motorcycle owned by friend
(d) Taxi
(e) Other public transportation (bus, subway, etc.)
(f) Walk/bicycle

41. How useful do you feel the adult education classes will be in enabling you to get a job or keep your current job?

(a) Extremely useful
(b) Very useful
(c) Useful
(d) Not very useful
(e) Not related to my employment or employability

42. Have you ever been denied a job, or admission to an education or training program because you did not have a high school diploma?

(a) Yes
(b) No

43. Have you recommended this adult education program to your friends or relatives who have left school?

(a) Yes.
(b) No, but I WOULD recommend the adult education program.
(c) No, and I WOULD NOT recommend the adult education program.

44. Who is encouraging you to take adult education classes now? (MARK ALL THAT APPLY)

(a) Spouse
(b) Other family members
(c) Employer
(d) Minister or other spiritual counselor
(e) Others (friends, teachers, etc.)
(f) No one

45. Have you encouraged other people to **stay in school**?

(a) Yes
(b) No
(c) Not applicable

46. Which of the following statements describes your experience with other students before leaving school? (MARK ALL THAT APPLY)

(a) I had many friends.
(b) I had a small group of friends.
(c) I had no friends.
(d) Many students' attitudes toward me were negative and made me feel very uncomfortable.
(e) I did not get along with many students.
(f) I did not get along with a few students.
(g) None of the above apply to me.

47. Which of the following statements best describes your experience with administrators (for example, the teachers, counselors, and principal) before leaving school? (MARK ONLY **ONE** CIRCLE)

(a) It was a good experience. I got along well with **most** administrators.
(b) It was a fair experience. I got along well with **some** administrators, but did not get along at all with others.
(c) It was **not** a good experience. I did not get along well with **most** administrators.
(d) I cannot remember what type of experience I had with administrators while in school.

48. Has anyone in your family enrolled in adult education classes or taken the GED Tests during the past year? (MARK ALL THAT APPLY)

(a) Mother
(b) Father
(c) Sister(s)
(d) Brother(s)
(e) Other relatives (aunts, uncles, grandparents, etc.)
(f) None

49. Have you taken any GED Tests yet?

(a) Yes
(b) No

50. Were you aware that the GED Tests were available in both Spanish and English?

(a) Yes
(b) No

ON YOUR ANSWER SHEET, DARKEN ONE CIRCLE FOR EACH ITEM

DARKEN CIRCLE:	*IF YOU:*
(a)	**STRONGLY AGREE**
(b)	**AGREE**
(c)	**DISAGREE**
(d)	**STRONGLY DISAGREE**

51. Good luck is more important for success than hard work.

52. Everytime I try to get ahead, something or someone stops me.

53. I don't have much of a chance to be successful in life.

54. I sometimes feel that it is very difficult to learn new material.

55. I would have done better in school if the teachers had gone more slowly while teaching.

During their free time many adults are able to write letters, poems, or in diaries. Some adults are unable to write because of limited free time or lack of interest. These next questions are to help us to understand the writing habits of students enrolled in adult education.

56. What kinds of writing do you do? (MARK ALL THAT APPLY)

(a) Diary or journal
(b) Business correspondence (letters, memos, etc.)
(c) Personal letters
(d) Creative writing
(e) Other (please specify)

57. How often do you write?

(a) Never
(b) About once a month
(c) About once a week
(d) About 3-5 times a week
(e) Daily

PLEASE TURN THE PAGE →

58. What do you find **MOST** enjoyable about your participation in the adult education classes (for example, meeting other people, teacher, time away from home, etc.) ?

59. What do you find **LEAST** enjoyable about your participation in the adult education classes (for example, the distance to/from the center, meeting time, etc.)?

60. Do you have any suggestions for improving services for future students who participate in adult education programs in Texas?

61. Do you have any suggestions for getting more people to participate in the adult education program in Texas?

THANK YOU FOR YOUR PARTICIPATION IN THIS PROJECT.

AMERICAN COUNCIL ON EDUCATION

ONE DUPONT CIRCLE
WASHINGTON, D.C. 20036

ADULT EDUCATION SURVEY

TO THE STUDENT:
YOUR RESPONSES ARE CONFIDENTIAL AND WILL BE USED FOR RESEARCH PURPOSES INCLUDING IMPROVING THE SERVICES PROVIDED BY OUR ADULT EDUCATION PROGRAM.
Your responses on this form are going to be read and tabulated by machine. So that your responses will be read correctly, please follow all directions exactly and mark all responses carefully. Thank you for your cooperation.

Please:
- Use only a black No. 2 pencil
- Make heavy black marks that completely fill the circle
- Erase clearly any answer you wish to change
- Make no stray marks or folds on this survey form

❶ Your instructor will tell you what numbers to put in the test center boxes below. Blacken the corresponding numbered circle below each box.

Center Identification Number					
⓪	⓪	⓪	⓪	⓪	⓪
①	①	①	①	①	①
②	②	②	②	②	②
③	③	③	③	③	③
④	④	④	④	④	④
⑤	⑤	⑤	⑤	⑤	⑤
⑥	⑥	⑥	⑥	⑥	⑥
⑦	⑦	⑦	⑦	⑦	⑦
⑧	⑧	⑧	⑧	⑧	⑧
⑨	⑨	⑨	⑨	⑨	⑨

❷ How did you FIRST learn about our adult education program? (MARK ONLY ONE CIRCLE)

○ Friend/Neighbor
○ Relative
○ TV
○ Radio
○ Magazines
○ Newspapers
○ Guidance Counselor
○ Brochure/Pamphlet/Poster
○ Employer/Employment Agency
○ School/Education Agency
○ Probation/Parole officer
○ Other ☐

❸ I expect participating in the adult education program will help me to: (MARK ALL THAT APPLY)

○ keep my job
○ get a job promotion
○ get a salary increase
○ get a job
○ be admitted to an apprenticeship or on-the-job-training program
○ be admitted to an educational institution (such as a community college or four-year university)
○ be prepared in case I later wanted to get a job or be admitted to an apprenticeship or educational institution
○ enter the military
○ earn my GED (high school equivalency)
○ learn English
○ become a U.S. citizen

❹ What is your MOST IMPORTANT reason for participating in the adult education program? (MARK ONLY ONE CIRCLE)

○ Present job requirement
○ Future job requirement
○ Educational admission requirement
○ Own personal enrichment
○ Military requirement
○ To earn my GED (high school equivalency)
○ To become a U.S. citizen
○ To learn English
○ Other

❺ Which of the following is true of you?
I have had RECENT changes in my
(MARK ALL THAT APPLY)

○ AWARENESS about adult education or GED (for example: recently found out about the GED program and/or classes which could help me prepare for taking the GED Tests)
○ CAREER (for example: starting a new job, adjusting to current job requirements, looking for a job because of unemployment, or looking for better job)
○ CITIZENSHIP (for example: wanting to become a citizen, becoming a citizen).
○ FAMILY LIFE (for example: recently married, divorced, children no longer at home, family moved to new location, injury, illness, or death of a family member, or retirement of spouse)
○ FREE TIME (for example: reduction in number of hours working has resulted in more time to prepare for or to take the GED Tests).
○ PERSONAL HEALTH (for example: recently became physically disabled or recovered from illness)
○ OTHER Please Explain: ☐

■■○○○■■■○■○■○■○○■■○○○○○○ 207587
DO NOT MARK IN THIS SHADED AREA

❻ **During the next year, my educational plans are to (MARK ALL THAT APPLY)**

- ○ earn my GED (high school equivalency)
- ○ study at a community or junior college
- ○ study at a technical or vocational school
- ○ study at a four year college or university
- ○ receive on-the-job training in a special skill area
- ○ I have no immediate educational plans
- ○ other. Please explain ______________________

❼ **During the next year, my employment plans are to (MARK ONLY ONE CIRCLE)**

- ○ get a job
- ○ stay with my employer, doing the same job
- ○ stay with my employer, but in a better job
- ○ change employers, working at a better job
- ○ start my own business
- ○ other. Please explain ______________________

____

PREPARATION

❽ **During this year, about how many WEEKS have you been enrolled in this adult education program?**

- ○ Over 26 weeks
- ○ 17–25
- ○ 8–16
- ○ 4–7
- ○ 1–3
- ○ Less than 1 week

❾ **During this year, about how many total class HOURS per week did you spend in the program?**

- ○ Over 100 hours
- ○ 76–99
- ○ 50–75
- ○ 31–49
- ○ 20–30
- ○ 11–19
- ○ 0–10

❿ **Adults spend their work and free time involved in many different activities. Please indicate the number of hours per week you spend reading, watching television, or listening to the radio. If you listen to the radio, please indicate the type of station listened to. (MARK ONLY ONE CIRCLE IN EACH COLUMN)**

READING	WATCHING TV	LISTENING TO RADIO	TYPE OF RADIO STATION I USUALLY LISTEN TO
○ 1–5 hours weekly	○ 1–5 hours weekly	○ 1–5 hours weekly	○ Country & Western
○ 6–10	○ 6–10	○ 6–10	○ Easy Listening
○ 11–16	○ 11–16	○ 11–16	○ Jazz
○ 17–20	○ 17–20	○ 17–20	○ Popular Music
○ Over 20	○ Over 20	○ Over 20	○ Rock & Roll
○ I do not read regularly	○ I do not watch TV regularly	○ I do not listen to the radio regularly	○ Spanish

⓫ **Which of the following materials are you able to read at least once per week? (MARK ALL THAT APPLY)**

DO NOT MARK IN THIS SHADED AREA

- ○ Books--list 2 most recent (1) ________ (2) ________
- ○ Journals
- ○ Manuals
- ○ Magazines--list up to 2 (1) ________ (2) ________
- ○ Newspapers--Which sections? ○ Comics ○ National News ○ Editorials ○ Classified ○ Local News ○ Sports ○ Entertainment /TV
- ○ I do not read any of these regularly

⓬ **Which ONE of the following would have made it easier for you to participate in our adult education program? (MARK ONLY THE MOST IMPORTANT ONE)**

- ○ Having paid time off from work
- ○ Increasing the announcements about the availability of the programs in your area
- ○ Providing child care or babysitting while attending programs
- ○ Providing transportation to/from the adult education center
- ○ Scheduling the classes at a different LOCATION
- ○ Scheduling the classes at a different TIME
- ○ Other

⓭ **About how long AFTER leaving school did you learn of the adult education program?**

- ○ I knew before I left school
- ○ Within 6 months
- ○ 1 year
- ○ 2–3 years
- ○ 4–5 years
- ○ 6 years or more

DO NOT MARK IN THIS SHADED AREA

BACKGROUND INFORMATION

⑭ SOCIAL SECURITY NUMBER

☐☐☐ – ☐☐ – ☐☐☐☐

⓪⓪⓪ ⓪⓪ ⓪⓪⓪⓪
①①① ①① ①①①①
②②② ②② ②②②②
③③③ ③③ ③③③③
④④④ ④④ ④④④④
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⑨⑨⑨ ⑨⑨ ⑨⑨⑨⑨

⑮ AGE

☐☐

⓪
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③③
④④
⑤⑤
⑥⑥
⑦⑦
⑧⑧
⑨⑨

⑯ SEX

○ Male
○ Female

⑰ MARITAL STATUS

○ Married
○ Unmarried

⑱ HISPANIC ORIGIN/ DESCENT?

○ Yes
○ No

⑲ RACIAL BACKGROUND

(MARK ONLY ONE CIRCLE)

○ Alaskan Native
○ American Indian
○ Asian
○ Black
○ Hispanic
○ Pacific Islander
○ White
○ Other ____________
____
○ I prefer not to answer

⑳ BIRTHPLACE

○ In this state/province
○ In another state/province
○ Cuba
○ Central America (Guatemala, Honduras, Nicaragua, etc.)
○ Mexico
○ Puerto Rico
○ Southeast Asia (Cambodia, Laos, Vietnam, etc.)
○ Other country **Please list:**

㉑ ← In this box, indicate the total number of adults 18 years and older (including yourself) living with you. Then blacken the corresponding numbered circle.

☐
① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨

㉒ In → this box, indicate the total number of children 17 years and younger living with you. Then blacken the corresponding numbered circle.

☐
⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨

㉓ Sources of household income (MARK ALL THAT APPLY)

○ Job or self employed
○ Job training work experience program
○ Savings
○ Unemployment compensation
○ Welfare, ADC, disability, other public assistance
○ Spouse's job
○ Social security
○ Other retirement
○ Veterans Assistance (VA)
○ Other source
○ No household income

㉔ Highest grade completed (MARK ONLY ONE CIRCLE)

○ 5th or less
○ 6th
○ 7th
○ 8th
○ 9th
○ 10th
○ 11th
○ 12th

㉕ Grades while in school (MARK ONLY ONE CIRCLE)

○ Mostly A (90–100)
○ About half A and half B (85–89)
○ Mostly B (80–84)
○ About half B and half C (75–79)
○ Mostly C (70–74)
○ About half C and half D (65–69)
○ Mostly D (60–64)
○ Mostly below D (below 60)

㉖ There are many possible reasons for not completing school. Some adults may have been sick or had to work. Others may have entered the armed forces. Which of the following are reasons why you left school? (MARK ALL THAT APPLY)

○ Difficulties understanding the language
○ Family needed financial help
○ Family thought I should leave school
○ Marriage
○ Moved too often
○ Not interested in school
○ Peer pressure
○ Personal/family illness
○ Poor grades in school
○ Pregnancy
○ Problems with alcohol
○ Problems with drugs
○ Problems with teachers
○ School work too difficult
○ To enter armed forces
○ To take a job
○ Transportation difficulties
○ Other

㉗ Current student status

○ Full-time student
○ Part-time student
○ Not a student

㉘ Do you have a driver's license?	○ Yes	○ No
㉙ Are you registered to vote?	○ Yes	○ No
㉚ Do you use a calculator?	○ Yes	○ No

Please Turn Page and Continue

DO NOT MARK IN THIS SHADED AREA

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EMPLOYMENT

㉛ I am CURRENTLY (MARK ONLY ONE CIRCLE)

- ○ employed full-time FOR PAY
- ○ employed part-time FOR PAY
- ○ employed full-time BUT NOT FOR PAY (such as, volunteer worker, homemaker, etc.)
- ○ employed part-time BUT NOT FOR PAY (such as, volunteer worker)
- ○ unemployed and not seeking employment
- ○ unemployed but seeking employment
- ○ retired, not employed

㉜ My current or most recently-held PRIMARY job (full-time or part-time) belongs to the following category: (MARK ONLY ONE CIRCLE)

- ○ Handlers, equipment cleaners, helpers, and laborers (such as construction laborers, freight or stock handlers and baggers, vehicle washers and sanitation workers)
- ○ Transportation and material moving (such as supervisors, motor vehicle operators, bus drivers, taxicab drivers, rail-road conductors, crane, tractor or dozer operators)
- ○ Machine operators, assemblers, and inspectors (such as lathe operator, printing machine operators, typesetters, welders, hand decorating occupations, prod. inspectors)
- ○ Precision production, craft, and repair (such as blasters, dress makers, insulation workers, meat cutters and butchers, auto mechanics, repairers, mechanics)
- ○ Farming, forestry, or fishing (such as farmers, farm managers or supervisors, farm workers, gardeners, groundskeepers, fishers, hunters)
- ○ Protective service (such as protective service supervisors, firefighters, guards, law enforcement officers)
- ○ Homemaker
- ○ Service (such as cooks, custodians, waiters/waitresses)
- ○ Private household (such as butlers, cooks, housekeepers, launderers, child care worker, private household)
- ○ Administrative support, including clerical (such as computer operators, information clerks, news or mail carriers, secretaries, general office supervisors)
- ○ Sales occupations (such as cashiers, insurance or real estate representatives, financial, personal, retail, wholesale sales workers or representatives)
- ○ Technician and related support (such as computer programmers, dental hygienists, legal assistants, practical nurses)
- ○ Military (such as career officer, or enlisted man or woman in armed forces)
- ○ Professional specialty occupations (such as artists, engineers, musicians, teachers, social workers, writers)
- ○ Executive, administrative, and managerial (such as accountants, auditors, buyers, inspectors, finance, personnel, or public relations managers)
- ○ Other job title ☐
- ○ Never worked

33-62 The items in this section may be used for questions designed by your department of education. Please refer to the sheet of additional questions provided by your instructor.

33 ⓐ ⓑ ⓒ ⓓ ⓔ ⓕ ⓖ	43 ⓐ ⓑ ⓒ ⓓ ⓔ ⓕ ⓖ	53 ⓐ ⓑ ⓒ ⓓ ⓔ ⓕ ⓖ
34 ⓐ ⓑ ⓒ ⓓ ⓔ ⓕ ⓖ	44 ⓐ ⓑ ⓒ ⓓ ⓔ ⓕ ⓖ	54 ⓐ ⓑ ⓒ ⓓ ⓔ ⓕ ⓖ
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36 ⓐ ⓑ ⓒ ⓓ ⓔ ⓕ ⓖ	46 ⓐ ⓑ ⓒ ⓓ ⓔ ⓕ ⓖ	56 ⓐ ⓑ ⓒ ⓓ ⓔ ⓕ ⓖ
37 ⓐ ⓑ ⓒ ⓓ ⓔ ⓕ ⓖ	47 ⓐ ⓑ ⓒ ⓓ ⓔ ⓕ ⓖ	57 ⓐ ⓑ ⓒ ⓓ ⓔ ⓕ ⓖ
38 ⓐ ⓑ ⓒ ⓓ ⓔ ⓕ ⓖ	48 ⓐ ⓑ ⓒ ⓓ ⓔ ⓕ ⓖ	58 ⓐ ⓑ ⓒ ⓓ ⓔ ⓕ ⓖ
39 ⓐ ⓑ ⓒ ⓓ ⓔ ⓕ ⓖ	49 ⓐ ⓑ ⓒ ⓓ ⓔ ⓕ ⓖ	59 ⓐ ⓑ ⓒ ⓓ ⓔ ⓕ ⓖ
40 ⓐ ⓑ ⓒ ⓓ ⓔ ⓕ ⓖ	50 ⓐ ⓑ ⓒ ⓓ ⓔ ⓕ ⓖ	60 ⓐ ⓑ ⓒ ⓓ ⓔ ⓕ ⓖ
41 ⓐ ⓑ ⓒ ⓓ ⓔ ⓕ ⓖ	51 ⓐ ⓑ ⓒ ⓓ ⓔ ⓕ ⓖ	61 ⓐ ⓑ ⓒ ⓓ ⓔ ⓕ ⓖ
42 ⓐ ⓑ ⓒ ⓓ ⓔ ⓕ ⓖ	52 ⓐ ⓑ ⓒ ⓓ ⓔ ⓕ ⓖ	62 ⓐ ⓑ ⓒ ⓓ ⓔ ⓕ ⓖ

Thank you for answering these questions. Because our interest in you extends beyond the time you complete the survey, we may wish to contact you within the next 18 months regarding your attitudes and opinions about your adult education experience and other related topics. We will do so, however, only if you check "Yes", and give your address below. (You will be contacted only once.)

○ Yes, I may be contacted for a follow-up study.

NAME ______________________
Please Print Clearly

ADDRESS ______________________
Street Number Street Apt. #

____
City State Zip Code

○ No, please do not contact me in any later studies.

■■○○○■■■○■○■○■○○■■○○○○○○
DO NOT MARK IN THIS SHADED AREA

207587

AMERICAN COUNCIL ON EDUCATION
Office on Educational Credit and Credentials

Estimado alumno del programa de educación de adultos:

El American Council on Education y la Texas Education Agency desean ofrecerle óptimas oportunidades educacionales, mejorando los servicios ya existentes, para beneficio de actuales y futuros estudiantes. Por esta razón estamos tratando de obtener los informes pertinentes a fin de satisfacer las necesidades de cada alumno. Pero debido a que habitualmente no se recoge información relativa a los estudiantes inscritos en el programa de educación de adultos, no poseemos un cuadro que abarque todo el estado, de las características y desempeño de cada individuo. Si usted completa este formulario nos ayudará a conocer mejor a los participantes en el programa de educación de adultos de Texas.

Esta información nos permitirá compenetrarnos de la amplia variedad de experiencias reflejadas en sus datos personales, lo que nos servirá para indicarnos cuáles son sus necesidades educacionales. Por otra parte, sus respuestas nos serán de gran ayuda para el desarrollo de futuros programas de educación para adultos.

Solamente los estudiantes de unos pocos centros han sido invitados a participar en la encuesta. Por lo tanto es importante que usted responda a cada pregunta tan cuidadosamente como le sea posible. SUS RESPUESTAS NO INFLUIRÁN EN LA EVALUACIÓN DE SU DESEMPEÑO EN EL PROGRAMA DE EDUCACIÓN DE ADULTOS, Y SE MANTENDRÁN ESTRICTAMENTE CONFIDENCIALES. SU FORMULARIO COMPLETADO SERÁ ENVIADO A NUESTRA OFICINA PARA SU ANÁLISIS Y SERÁ DESTRUIDO UNA VEZ TERMINADO EL ESTUDIO. Ningún resultado individual será divulgado; solamente se publicarán las estadísticas globales. Si desea hacer algún comentario adicional con respecto al programa de educación de adultos, haga el favor de escribirlo en el espacio provisto en la última página del cuestionario.

Muchas gracias por su participación!

Sinceramente,

Henry A. Spille

Henry A. Spille
Director

- **PRIMERO, COMPLETAR LA FORMA VIOLETA.**
- **DESPUÉS, CONTESTAR LAS PREGUNTAS EN PÁGINAS 2 Y 3 DE ESTA CARTA. MARCAR SUS RESPUESTAS EN LA ULTIMA PÁGINA DE ESTA FORMA.**

One Dupont Circle, Washington, D.C. 20036-1193 (202) 833-4770

AMERICAN COUNCIL ON EDUCATION
TEXAS EDUCATION AGENCY

ENCUESTA RELATIVA A LA EDUCACIÓN DE ADULTOS

ESTUDIANTES, POR FAVOR, ACUÉRDENSE DE MARCAR SUS RESPUESTAS A ESTAS PREGUNTAS ADICIONALES EN LA PÁGINA 4 DE LA ENCUESTA RELATIVA A LA EDUCACIÓN DE ADULTOS.

33. Durante el año pasado ¿aproximadamente cuánto dinero ha gastado usted en matrícula, libros y otros materiales para las clases en el centro de educación adulta?

(a) Nada
(b) De $1–10
(c) De $11–25
(d) De $26–50
(e) De $51–75
(f) Más de $76

34. ¿Cuánto dinero gastó usted aproximadamente el año pasado en el cuidado de sus niños y en transporte mientras asistía a las clases de educación de adultos?

(a) Nada
(b) $1–25
(c) $26–50
(d) $51–100
(e) $100–150
(f) Más de $151

35. ¿A qué distancia de su CASA queda este centro de educación de adultos?

(a) Menos de 1 milla
(b) Entre 1–5 millas
(c) Entre 6 y 10 millas
(d) Entre 11 y 15 millas
(e) Entre 16 y 20 millas
(f) Entre 21 y 25 millas
(g) Más de 26 millas

36. ¿A qué distancia de su TRABAJO queda este centro de educación de adultos?

(a) Menos de 1 milla
(b) Entre 1–5 millas
(c) Entre 6 y 10 millas
(d) Entre 11 y 15 millas
(e) Entre 16 y 20 millas
(f) Entre 21 y 25 millas
(g) Más de 26 millas

37. ¿Preferiría que las clases de preparación estuvieran más cerca de su trabajo o de su casa?

(a) Más cerca de mi lugar de trabajo
(b) Más cerca de mi casa
(c) Me da lo mismo

38. Las clases de educación de adultos a las que usted asistió ¿se daban también en español?

(a) Sí
(b) No
(c) No sé

39. Me gustaría que las clases de educación adulta se realizaran en una organización local (MARQUE SÓLO UN CÍRCULO)

(a) Iglesia
(b) Biblioteca
(c) Escuela superior
(d) Universidad de dos años
(e) Universidad de cuatro años
(f) Lugar de trabajo
(g) Otra

40. ¿Cuál de los siguientes medios de transporte utiliza más a menudo?

(a) Mi propio automóvil/motocicleta
(b) Un automóvil/motocicleta de otro miembro de la familia
(c) Un automóvil/motocicleta de un amigo
(d) Taxi
(e) Otro vehículo público (ómnibus, subterráneo, etc.)
(f) A pie/bicicleta

41. ¿Cree usted que las clases del programa de educación adulta le ayudarán a conseguir empleo o a conservar el que tiene?
Pienso que será:

(a) Extremadamente útil
(b) muy útil
(c) Útil
(d) No muy útil
(e) No afectará mi empleo ni mi posibilidad de obtener empleo

42. ¿Alguna vez le han negado un empleo, o admisión a un programa de educación o adiestramiento por no tener diploma de escuela superior?

(a) Sí
(b) No

43. ¿Ha recomendado usted este programa de educación de adultos a sus amigos o parientes que ahora no asisten a ninguna escuela?

(a) Sí.
(b) No, pero LO RECOMENDARÍA.
(c) No, pero NO LO RECOMENDARÍA.
(d) No sé.

44. ¿Quién le anima ahora a seguir los cursos de educación de adultos? (MARQUE TODO LO QUE CORRESPONDA)

(a) Cónyuge
(b) Otros miembros de la familia
(c) Empleador
(d) Pastor u otro consejero espiritual
(e) Otras personas (amigos, maestros, etc.)
(f) Nadie

45. ¿Ha animado a otras personas para que **siguen en la escuela?**

(a) Sí
(b) No
(c) No se aplica a este caso

46. ¿Cuáles de las siguientes declaraciones describen su experiencia con sus compañeros mientras estaba en la escuela? (MARQUE TODO LO QUE CORRESPONDA)

(a) Tenía muchos amigos.
(b) Tenía un pequeño grupo de amigos.
(c) No tenía amigos.
(d) Muchos de los estudiantes tenían una actitud negativa para conmigo y me hacían sentir incómodo.
(e) No me llevaba bien con muchos estudiantes.
(f) No me llevaba bien con algunos estudiantes.
(g) Ninguno de los casos anteriores se aplican a mí.

47. ¿Cuál de las siguientes declaraciones describe mejor su experiencia con los administradores (por ejemplo, maestros, consejeros y director/a) mientras asistía a la escuela?

(a) Mi experiencia fue buena. Me llevaba bien con **la mayoría.**
(b) Mi experiencia fue regular. Me llevaba bien con **algunos** administradores.
(c) Mi experiencia **no** fue buena. Me llevaba mal con la mayoría de los administradores.
(d) No recuerdo qué clase de experiencia tuve con los administradores mientras asistía a la escuela.

48. ¿Se ha enrolado algún miembro de su familia en las clases de educación adulta o ha dado los exámenes de GED durante el año pasado? (MARQUE TODO LO QUE CORRESPONDA)

(a) Madre
(b) Padre
(c) Hermana(s)
(d) Hermano(s)
(e) Otros parientes (tías, tíos, abuelos, etc.)
(f) Ninguno

49. ¿Ha dado aún algún examen de GED?

(a) Sí
(b) No

50. ¿Sabía usted que los exámenes del GED podían darse tanto en español como en inglés?

(a) Sí
(b) No

En su hoja de respuestas, rellene el círculo apropriado para cada caso:

RELLENE EL CÍRCULO	**SI USTED ESTÁ:**
(a)	**ABSOLUTAMENTE DE ACUERDO**
(b)	**DE ACUERDO**
(c)	**NO ESTÁ DE ACUERDO**
(d)	**ENERGICAMENTE EN DESACUERDO**

51. La suerte es más importante para el éxito que el esfuerzo.

52. Cada vez que trato de salir adelante, algo o alguien me lo impide.

53. No tengo muchas probabilidades de lograr el éxito en la vida.

54. A veces me resulta muy difícil aprender el material nuevo.

55. Me hubiera ido mejor en la escuela si los maestros hubieran enseñado más lentamente.

Durante sus horas libres muchos adultos escriben cartas, poesías o diarios. Algunos no lo hacen por falta de tiempo o interés. Las siguientes preguntas nos ayudarán a comprender el hábito de escribir en los estudiantes que asisten al programa de educación para adultos.

56. ¿Qué escribe usted? (MARQUE TODO LO QUE CORRESPONDA)

(a) Diario o memorias
(b) Correspondencia comercial (cartas, memorandos, etc.)
(c) Cartas personales
(d) Literatura original
(e) Otro tipo de composición (especifique)

57. ¿Escribe usted a menudo?

(a) Nunca
(b) Más o menos una vez por mes
(c) Más o menos una vez por semana
(d) De 3 a 5 veces por semana
(e) Diariamente

58. ¿Que fue lo que encontraste **más** agradable en la participación de las clases de educación adulta (por ejemplo, conocer a otras personas, tiempo fuera de la casa, etc.)?

59. ¿Qué fue lo que encontraste menos agradable en la participación de las clases de educación adulta (por ejemplo, la distancia para llegar al centro, el tiempo que tenias que coger las clases, etc.)?

60. ¿Tiene usted algún sugerencia como mejorar el servicio para los en el futuro estudiantes de Texas que particaparan en los programs de educacion adulta?

61. ¿Tiene usted algún sugerencia para atraer más personas para participar en los programs de educación adulta en Texas?

GRACIAS POR LA PARTICIPACIÓN EN ESTE PROYECTO.

AMERICAN COUNCIL ON EDUCATION

ONE DUPONT CIRCLE WASHINGTON, D.C. 20036

ENCUESTA RELATIVA A LA EDUCACIÓN DE ADULTOS

AL ESTUDIANTE:

SUS RESPUESTAS SON CONFIDENCIALES Y SE EMPLEARÁN SOLAMENTE PARA FINES DE INVESTIGACIÓN Y PARA MEJORAR LOS SERVICIOS PROVISTOS POR NUESTRO PROGRAMA PARA EDUCACIÓN DE ADULTOS.

Sus respuestas en este formulario serán leidas y tabuladas a máquina. A fin de que puedan interpretarse correctamente, haga el favor de seguir las instrucciones al pie de la letra y marque las respuestas con cuidado. Gracias por su cooperación.

Por favor:
- Use sólo lápiz No. 2.
- Haga marcas bien negras que llenen todo el círculo.
- Borre bien las respuestas que desee cambiar.
- No haga marcas confusas ni pliegue esta forma.

❶ Su instructor le dirá qué números debe colocar en el diagrama siguiente. Rellene el círculo que corresponda debajo de cada cuadro.

Número de identificación del Centro

⓪	⓪	⓪	⓪	⓪	⓪
①	①	①	①	①	①
②	②	②	②	②	②
③	③	③	③	③	③
④	④	④	④	④	④
⑤	⑤	⑤	⑤	⑤	⑤
⑥	⑥	⑥	⑥	⑥	⑥
⑦	⑦	⑦	⑦	⑦	⑦
⑧	⑧	⑧	⑧	⑧	⑧
⑨	⑨	⑨	⑨	⑨	⑨

❷ ¿Cómo supo por PRIMERA vez de nuestro programa para la educación de adultos? (MARQUE SÓLO UN CÍRCULO)

○ Amigo/Vecino
○ Pariente
○ Televisión
○ Radio
○ Revistas
○ Diarios
○ Consejero
○ Folleto/Cartel
○ Patrón/Agencia de empleos
○ Escuela/Agencia de educación
○ Agente judicial de vigilancia (Parole officer)
○ Otro ________

❸ Espero que mi participación en el programa de educación para adultos me ayudará a: (MARQUE LOS CÍRCULOS QUE CORRESPONDAN)

○ conservar mi empleo
○ obtener un ascenso
○ obtener un aumento de sueldo
○ conseguir empleo
○ ser admitido como aprendiz o a un programa de adiestramiento en el trabajo
○ entrar a un establecimiento educacion (como una universidad de dos o cuatro años)
○ estar preparado por si más adelante deseara conseguir empleo, ser admitido como aprendiz o ingresar en la universidad
○ alistarse en el ejercito
○ presentarme al examen de GED (equivalencia de escuela superior)
○ aprender inglés
○ hacerme ciudadano de los Estados Unidos

❹ ¿Cuál es su principal razon para tomar parte en el programa de educación para adultos? (MARQUE SÓLO UN CÍRCULO)

○ Mi puesto actual lo requiere.
○ Mi futuro puesto lo requiere.
○ Es un requisito para ingreso en un estableci de educación.
○ Para enriquecer mis conocimientos.
○ Es un requisito militar.
○ Para presentarme al examen de GED.
○ Para hacerme ciudadano de los Estados Unidos.
○ Aprender inglés
○ Otra

❺ ¿Cuáles de los siguientes casos se aplican a usted? Recientes cambios han ocurrido en mi? (MARQUE LOS QUE CORRESPONDAN)

○ CONOCIMIENTO del programa de educacion para adultos o GED (por ejemplo: hace poco supe que existia el programa de GED, o que habia clases que me prepararian para presentarme al examen de GED)
○ CARRERA (por ejemplo: comienzo de un nuevo empleo, adaptación a los requisitos de mi empleo actual, busco trabajo por desocupación, o busco mejor empleo)
○ CIUDADANÍA (por ejemplo: deseo hacerme ciudadano, me he hecho ciudadano)
○ VIDA DE FAMILIA (por ejemplo: matrimonio reciente, divorcio, los hijos han dejado el hogar, cambio de domicilio, accidente, enfermedad o muerte de un miembro de la familia, jubilación de la esposa o marido)
○ HORAS LIBRES (por ejemplo: menos horas de trabajo me dejan más tiempo para estudiar para los exámenes de GED)
○ SALUD (por ejemplo: recientemente quedé inválido/a, o he recuperado la salud)
○ OTRO Explique: ________

221794

NO HAGA MARCAS EN ESTA ZONA SOMBREADA

⑥ **Mis planes de estudio para el año que viene son (MARQUE LOS QUE CORRESPONDAN)**

○ pasar el examen de GED (equivalencia de escuela superior)
○ estudiar en una universidad de dos años
○ estudiar en una escuela técnica o vocacional
○ estudiar en una universidad de cuatro años
○ recibir adiestramiento mientras trabajo en un campo especializado
○ no tengo planes inmediatos de estudio
○ otro Explique ______________________

⑦ **Mi proyecto para trabajo durante el año que viene es (MARQUE QUE SÓLO CÍRCULO)**

○ buscar empleo
○ seguir con mi empleador, y con el mismo trabajo
○ seguir con mi empleador, pero con un trabajo mejor
○ cambiar de empleador, para obtener un trabajo mejor
○ comenzar mi propio negocio
○ otro Explique ______________________
____

PREPARACIÓN

⑧ **Este año ¿cuántas semanas ha estado inscrito/a en este programa de educación para adultos?**

○ Más de 26 semanas
○ 17-25
○ 8-16
○ 4-7
○ 1-3
○ Menos de una semana

⑨ **Este año, aproximadamente ¿cuántas HORAS completas por semana dedicó al programa?**

○ Mas de 100 horas
○ 76-99
○ 50-75
○ 31-49
○ 20-30
○ 11-19
○ 0-10

⑩ **Las personas adultas se dedican a muchas actividades distintas durante sus horas de trabajo y libres. Indique el número de horas semanales que se ocupa de leer, mirar televisión, o escuchar la radio. Si escucha la radio, indique qué tipo de estación escoge. (MARQUE SÓLO UN CÍRCULO EN CADA COLUMNA)**

LECTURA	**TELEVISIÓN**	**RADIO**	**TIPO DE ESTACIÓN DE RADIO QUE MÁS ESCUCHO**
○ 1-5 horas semanales	○ 1-5 horas semanales	○ 1-5 horas semanales	○ Country y Western
○ 6-10	○ 6-10	○ 6-10	○ Música suave
○ 11-16	○ 11-16	○ 11-16	○ Jazz
○ 17-20	○ 17-20	○ 17-20	○ Música popular
○ Más de 20	○ Más de 20	○ Más de 20	○ Rock y Roll
○ No leo con regularidad	○ No miro television con regularidad	○ No escucho la radio con regularidad	○ Radio en español

⑪ **¿Qué clase de literatura lee usted por lo menos una vez por semana? (MARQUE TODO LO QUE CORRESPONDA)**

NO HAGA EN ESTA ZONA SOMBREADA

○ Libros-mencione los dos más recientes (1) ____________
(2) ____________
○ Periódicos
○ Manuales
○ Revistas - mencione una o dos (1) ____________ (2) ____________

○ Diarios - ¿Que secciones? ○ Tiras comicas ○ Noticias nacionales ○ Editoriales ○ Anuncios ○ Noticias locales ○ Deportes ○ Espectáculos /TV
○ No leo nada con regularidad

⑫ **De las siguientes posibilidades ¿cuáles hubieran facilitado su participación en nuestro programa para educación de adultos? (MARQUE SÓLO LA MÁS IMPORTANTE)**

○ Licencia con sueldo
○ Más anuncios que hagan saber que existen estos programas en su barrio
○ Facilidades para el cuidado de sus niños mientras usted asiste a las clases
○ Facilitar medios de transporte para ir y volver del centro de educación de adultos
○ Cambiar el SITIO donde se dan las clases
○ Cambiar las HORAS en que se dan las clases
○ Otra

⑬ **¿Más o menos cuánto tiempo DESPUÉS de abandonar la escuela se enteró usted que habi un programa de educación para adultos?**

○ Lo supe antes de abandonar la escuela
○ En los 6 meses siguientes
○ 1 año
○ 2-3 años
○ 4-5 años
○ 6 años o más

NO HAGA MARCAS EN ESTA ZONA SOMBREADA

INFORMES PERSONALES

⓮ **NÚMERO DE SEGURIDAD SOCIAL**

☐☐☐ – ☐☐ – ☐☐☐☐

⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪
①	①	①	①	①	①	①	①	①
②	②	②	②	②	②	②	②	②
③	③	③	③	③	③	③	③	③
④	④	④	④	④	④	④	④	④
⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤
⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥
⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦
⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧
⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨

⓯ **EDAD**

☐☐

	⓪
①	①
②	②
③	③
④	④
⑤	⑤
⑥	⑥
⑦	⑦
⑧	⑧
⑨	⑨

⓰ **SEXO**

○ Masculino
○ Femenino

⓱ **ESTADO CIVIL**

○ Casado/a
○ Soltero/a

⓲ **¿ORIGEN/ ASCENDENCIA HISPÁNICA?**

○ Sí
○ No

⓳ **ANTECEDENTES RACIALES**

(MARQUE SÓLO UN CIRCULO)

○ Español
○ Indio estadounidense
○ Asiático
○ Negro
○ Hispánico
○ Natural de las islas del Pacífico
○ Blanco
○ Otro: ____________
____
○ Prefiero no contestar

⓴ **LUGAR DE NACIMIENTO**

○ En este estado/provincia
○ En otro estado/provincia
○ Cuba
○ Centroamérica (Guatemala, Honduras, Nicaragua, etc.)
○ Mexico
○ Puerto Rico
○ América del Sur país
○ Otro país

Explique:

㉑ ☐ ← **En este cuadro, indique el número de adultos de 18 años o mayores (incluso usted) que viven con usted. Luego rellene el círculo correspondiente.**

① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨

㉒ **En este cuadro, indique el número de niños (menores de 18 años) que viven con usted. Luego rellene el círculo correspondiente.** → ☐

⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨

㉓ **Fuentes de entradas de la familia (MARQUE TODAS LAS QUE CORRESPONDAN)**

○ Empleo a negocio propio
○ Programa de trabajo para dar práctica y experiencia
○ Ahorros
○ Compensación por desempleo
○ Asistencia social (Welfare) ADC, incapacidad física, otra forma de ayuda pública
○ Empleo del cónyuge
○ Seguridad social
○ Otra jublicación
○ Asistencia a veteranos (VA)
○ Otra fuente de ingresos
○ No hay entradas

㉔ **¿Cuántos años ha completado en la escuela? (MARQUE SÓLO UN CÍRCULO)**

○ 5 ó menos
○ 6
○ 7
○ 8
○ 9
○ 10
○ 11
○ 12

㉕ **Notas obtenidas en la escuela (MARQUE UN SÓLO CÍRCULO)**

○ Mayormente A (90–100)
○ Más o menos la mitad A y la mitad B (85–89)
○ Mayormente B (80–84)
○ Más o menos la mitad B y la mitad C (75–79)
○ Mayormente C (70–74)
○ Más o menos la mitad C y la mitad D (65–69)
○ Mayormente D (60–64)
○ Mayormente menos de D (menos de 60)

㉖ **Hay muchos motivos que a veces impiden completar el curso escolar. Algunos adultos pueden haber estado enfermos o haber tenido que trabajar. Otros pueden haber ingresado en las fuerzas armadas. De las siguientes ¿cuáles son sus razones? (MARQUE TODAS LAS QUE CORRESPONDAN)**

○ Dificultad para entender el idioma
○ La familia necesitaba ayuda financiera
○ La familia quiso que dejara de estudiar
○ Obligaciones por matrimonio
○ Frecuentes cambios de domicilio
○ Falta de interés
○ Influencia de los compañeros
○ Enfermedad propia o de un familiar
○ Malas notas en la escuela
○ Embarazo
○ Alcoholismo
○ Problemas con drogas
○ Problemas con maestros
○ Tarea escolar demasiado difícil
○ Para alistarse en el ejército
○ Para tomar un empleo
○ Dificultades de transporte
○ Otra

㉗ **Condición actual como estudiante**

○ Horario completo de estudiante
○ Horario parcial de estudiante
○ No soy estudiante

㉘ **¿Tiene licencia de conductor?**	○ Sí	○ No
㉙ **¿Está inscrito para votar?**	○ Sí	○ No
㉚ **¿Emplea calculadora?**	○ Sí	○ No

Continúe en la página siguiente

NO HAGA MARCAS EN ESTA ZONA SOMBREADA

EMPLEO

31 ACTUALMENTE estoy (MARQUE SÓLO UN CÍRCULO)

○ empleado/a con horario completo y A SUELDO.
○ empleado/a parte del tiempo y A SUELDO.
○ empleado/a con horario completo, pero SIN SUELDO (por ejemplo, voluntario, tareas domésticas, etc.)
○ empleado/a parte del tiempo, pero SIN SUELDO (por ejemplo, voluntario)
○ sin empleo ni lo busco.
○ sin empleo pero estoy buscando trabajo.
○ jubilado, sin empleo.

32 Mi PRINCIPAL empleo, actual o más reciente (horario completo o parcial) pertenece a la siguiente categoría: (MARQUE SÓLO UN CÍRCULO)

○ Trabajadores manuales, trabajos de limpieza, ayudantes y obreros (como en construcción, acarreo de mercaderías, embalajes, lavado de vehículos y recolección de basura)
○ Transporte de pasajeros y materiales (como supervisores, conductores de vehículos motorizados, choferes de ómnibus y taxis, maquinistas de tren, operadores de grúas, tractores o topadoras)
○ Maquinistas, montadores e inspectores (como torneros, impresores, tipógrafos, soldadores, trabajadores en decoración manual, inspectores de producción)
○ Productos de precisión, trabajo manual y reparaciones (como detonadores, costureros/as, trabajadores en aislación, cortadores de carne y carniceros, mecánicos de automóvil, reparadores, mecánicos)
○ Agricultura, cultivo de bosques, o pesca (como granjeros, administradores o supervisores de granjas, jornaleros, jardineros, guardianes, pescadores, cazadores)
○ Servicios de protección (como supervisores, bomberos, guardianes, policías)
○ Amas de casa
○ Servicios (como cocineros, guardianes, camareros)
○ Casas particulares (como mayordomos, cocineras, amas de llaves, lavanderas, niñeras, trabajo doméstico particular)
○ Asistentes de administración, incluso personal de oficina (como operadores de computadoras, encargados de información, mensajeros, secretarios, supervisores generales de oficina)
○ Ocupaciones relacionadas con ventas (como cajeros, corredores de seguros o de bienes raíces, vendedores al por mayor o menor, representantes personales o financieros)
○ Técnicos y asistentes relacionados (como programador de computadora, higienistas dentales, asistentes legales, enfermeras no diplomadas)
○ Fuerzas armadas (oficial, o miembro sin rango de las fuerzas armadas, sea hombre o mujer)
○ Ocupaciones profesionales especializadas (como pintores, ingenieros, músicos, maestros, asistentes sociales, escritores)
○ Puestos ejecutivos, administrativos y directivos (como contadores, auditores, agentes compradores, inspectores, jefes de finanzas, personal o publicidad)
○ Otro
título del puesto ☐
○ Nunca he trabajado

33-62 Esta sección puede ser utilizada para preguntas redactadas por los departamentos de educación locales. Haga el favor de referirse a la hoja de preguntas adicionales que su maestro le proporcionará.

33	ⓐ	ⓑ	ⓒ	ⓓ	ⓔ	ⓕ	ⓖ	43	ⓐ	ⓑ	ⓒ	ⓓ	ⓔ	ⓕ	ⓖ	53	ⓐ	ⓑ	ⓒ	ⓓ	ⓔ	ⓕ	ⓖ
34	ⓐ	ⓑ	ⓒ	ⓓ	ⓔ	ⓕ	ⓖ	44	ⓐ	ⓑ	ⓒ	ⓓ	ⓔ	ⓕ	ⓖ	54	ⓐ	ⓑ	ⓒ	ⓓ	ⓔ	ⓕ	ⓖ
35	ⓐ	ⓑ	ⓒ	ⓓ	ⓔ	ⓕ	ⓖ	45	ⓐ	ⓑ	ⓒ	ⓓ	ⓔ	ⓕ	ⓖ	55	ⓐ	ⓑ	ⓒ	ⓓ	ⓔ	ⓕ	ⓖ
36	ⓐ	ⓑ	ⓒ	ⓓ	ⓔ	ⓕ	ⓖ	46	ⓐ	ⓑ	ⓒ	ⓓ	ⓔ	ⓕ	ⓖ	56	ⓐ	ⓑ	ⓒ	ⓓ	ⓔ	ⓕ	ⓖ
37	ⓐ	ⓑ	ⓒ	ⓓ	ⓔ	ⓕ	ⓖ	47	ⓐ	ⓑ	ⓒ	ⓓ	ⓔ	ⓕ	ⓖ	57	ⓐ	ⓑ	ⓒ	ⓓ	ⓔ	ⓕ	ⓖ
38	ⓐ	ⓑ	ⓒ	ⓓ	ⓔ	ⓕ	ⓖ	48	ⓐ	ⓑ	ⓒ	ⓓ	ⓔ	ⓕ	ⓖ	58	ⓐ	ⓑ	ⓒ	ⓓ	ⓔ	ⓕ	ⓖ
39	ⓐ	ⓑ	ⓒ	ⓓ	ⓔ	ⓕ	ⓖ	49	ⓐ	ⓑ	ⓒ	ⓓ	ⓔ	ⓕ	ⓖ	59	ⓐ	ⓑ	ⓒ	ⓓ	ⓔ	ⓕ	ⓖ
40	ⓐ	ⓑ	ⓒ	ⓓ	ⓔ	ⓕ	ⓖ	50	ⓐ	ⓑ	ⓒ	ⓓ	ⓔ	ⓕ	ⓖ	60	ⓐ	ⓑ	ⓒ	ⓓ	ⓔ	ⓕ	ⓖ
41	ⓐ	ⓑ	ⓒ	ⓓ	ⓔ	ⓕ	ⓖ	51	ⓐ	ⓑ	ⓒ	ⓓ	ⓔ	ⓕ	ⓖ	61	ⓐ	ⓑ	ⓒ	ⓓ	ⓔ	ⓕ	ⓖ
42	ⓐ	ⓑ	ⓒ	ⓓ	ⓔ	ⓕ	ⓖ	52	ⓐ	ⓑ	ⓒ	ⓓ	ⓔ	ⓕ	ⓖ	62	ⓐ	ⓑ	ⓒ	ⓓ	ⓔ	ⓕ	ⓖ

Le agradecemos por haber contestado estas preguntas. Nuestro interés en usted se extiende más allá del momento de completar la forma, y por tanto desearemos ponernos en comunicación con usted en los próximos 18 meses con respecto a su actitud y opiniones en cuanto a su experiencia con la educación de adultos y otros temas relacionados. Sin embargo, lo haremos solamente si usted indica "Sí" a continuación y agrega su domicilio. (Le escribiremos solamente una vez.)

○ Sí, estoy de acuerdo en que se pongan en contacto conmigo con respecto a un estudio complementario.

NOMBRE ____________________
Escriba claramente con letra de imprenta

DIRECCIÓN ____________________
Número Calle Apt. #

____
Ciudad Estado Zip

○ No, no deseo intervenir en estudios posteriores.

221794
NO HAGA MARCAS EN ESTA ZONA SOMBREADA

Survey Methodology

During winter 1985, approximately 50 GED Testing centers and 85 adult education centers were invited to participate in the survey. Surveys were shipped to 49 GED Testing centers and approximately 65 adult education locations. Three "updates" were sent to participating centers during the project.

In March 1985, the Project Director and a staff member of the Texas Education Agency visited 9 cities in the participating counties to discuss data collection procedures with adult educators and GED examiners.

Completed surveys were received from about 45 GED Testing centers and from 50 adult education program locations throughout the participating counties. Based on information provided by adult education directors and instructors, it is estimated that between 40-90% of those participating in the programs completed the surveys. Overall, about 60-75% of the adult education students are estimated to have participated.

Within GED Testing centers, it is estimated that 65-90% of those tested participated in the survey. Overall, about 70-85% of the GED candidates tested during the project period are estimated to have completed the surveys.

The following pages show the percentage of people aged 25 years and older who have graduated from high school living in the counties participating in the project, a listing of the centers that were *invited* to participate, and the *participating* centers.

Project Sample

County	Number of Hispanics	Number of People 25 years+	Percent High School Graduate
Bexar	460,752	214,299	41.8
Cameron	161,701	71,646	29.8
Dallas	154,077	65,415	38.1
Ector	24,818	9,968	28.9
El Paso	297,196	133,577	40.8
Fort Bend	26,687	11,307	36.9
Galveston	23,653	11,328	45.2
Harris	368,220	160,649	40.7
Hidalgo	230,287	99,992	28.9
Nueces	131,296	60,024	38.4
San Patricio	26,897	11,718	25.3
Starr	26,409	12,149	25.1
Tarrant	67,587	28,514	40.0
Travis	72,341	30,509	47.4
Webb	90,823	41,998	37.7

Source: General Social and Economic Characteristics (Texas) (PC80-1-C45, Table 182)

Note: There are more than 50 locations in the counties listed above where adults may take the GED Tests.

TEXAS CENTERS INVITED TO PARTICIPATE

ID#	TYPE	COUNTY	NAME	CITY	ZIP
461698	A	Bexar	Mr. Silverio Cuellor	San Antonio,	78208
469965	A	Bexar	Nick Calzoncit	San Antonio,	78214
461699	A	Bexar	Maggie Cunningham	Schertz,	78154
469902	A	Cameron	Dr. Nick Ballado	Los Fresnos,	78566
469901	A	Cameron	Mr. Manuel Matta	Port Isabel,	78578
469903	A	Cameron	Mr. Rogue Rodriguez	Rio Hondo,	78583
460598	A	Dallas	Dr. John H. Redd	Dallas,	75210
469906	A	Dallas	Mr. Jose Marquez	Dallas,	75200
469907	A	Dallas	Ms. Rose Perkins	Dallas,	
469904	A	Dallas	Ms. Susan Bell	Garland,	75040
469905	A	Dallas	Ms. Faye Perry	Irving,	75060
461498	A	Ector	Ms. Georgia Green	Odessa,	79760
460699	A	El Paso	Lorenzo Martinez	El Paso,	79907
469908	A	El Paso	Mr. Bob Scott	El Paso,	79901
460698	A	El Paso	Mr. Don Vickers	El Paso,	79901
469910	A	Ft. Bend	Mr. James Steakley	Rosenberg,	77471
469909	A	Ft. Bend	Mr. Gerald Eagleson	Sugarland,	77478
469911	A	Galveston	Mr. Hugh McCorkle	Galveston,	77550
469912	A	Galveston	Dr. Bill Spillar	Texas City,	77591
469917	A	Harris	Mr. Tom Draper	Alief,	77411
469919	A	Harris	Ms. Joyce Jacobs	Baytown,	77520
469960	A	Harris	Sharon Chrasson	Beaumont,	
469916	A	Harris	Ms. Frances Heddens	Channelview,	77530
469949	A	Harris	Billie Chambers	Houston,	78768
469913	A	Harris	Mr. Tom Bui	Houston,	77004
469946	A	Harris	Warren Haley	Houston,	77022
469914	A	Harris	Dr. Larry Phillips	Houston,	77073
469947	A	Harris	Bette Griffin	Houston,	77022
469952	A	Harris	Sue Middleton	Houston,	77089
469950	A	Harris	Dr. Monroe C. Neff	Houston,	77004
469951	A	Harris	Dennis E. Laxton	Houston,	77089
469954	A	Harris	Everett Schmidt	Houston,	77049
469953	A	Harris	Malcolm Rundell	Houston,	77089
469956	A	Harris	Arnaldo Hinojosa	Houston,	77001
469961	A	Harris	Sue Midatilon	Houston,	77049
469959	A	Harris	Donna Fields	Houston,	77270
469962	A	Harris	Dennis E. Laxton	Houston,	77089
469963	A	Harris	Malcolm Rundell	Houston,	77089
469964	A	Harris	Everett Schmidt	Houston,	77049
461495	A	Harris	Ms. Bette L. Griffin	Houston,	77022
461498	A	Harris	Mr. Vicente Mier	Houston,	77004
461497	A	Harris	Dr. Monroe Neff	Houston,	77004
461496	A	Harris	Mr. Warren Haley	Houston,	77022
461499	A	Harris	Ms. Gladys Shute	Houston,	77073
469998	A	Harris	Mr. Arnaldo Hinojosa	Houston,	77001
469957	A	Harris	Ms. Susan Orr	Houston,	77073
469948	A	Harris	Bonnie Longnion	Kingwood,	77339
469915	A	Harris	Mr. Eugene Tegeler	Pasadena,	77500
469918	A	Harris	Mr. Harold Reel	Pasadena,	77505
469955	A	Harris	Noel Genoway	Pasadena,	77505
469945	A	Harris	Maggie Cunningham	Schertz,	78154
469958	A	Harris	Nancy Smith	Texas City,	77591
461494	A	Harris	Ms. Nancy Smith	Texas City,	77591

CENTER LIST--P. 2

ID#	TYPE	COUNTY	NAME	CITY	ZIP
469931	A	Hidalgo	Mr. Manuel Garza	Alamo,	78516
469920	A	Hidalgo	Ms. Frances Galvan	Donna,	78537
469921	A	Hidalgo	Mr. Juan Gorostiza	Edcouch,	78538
461199	A	Hidalgo	Mr. Ron Pontius	Edinburg,	78539
469922	A	Hidalgo	Elvira de la Garza	Edinburg,	78539
469923	A	Hidalgo	Mr. Jesus Ruiz	Hidalgo,	78557
469924	A	Hidalgo	Ms. Silvina Hinojosa	La Joya,	78560
469925	A	Hidalgo	Ms. Ernestina Saenz	La Villa,	78562
461198	A	Hidalgo	Mr. N. Cabillo,	McAllen,	78501
469926	A	Hidalgo	Mr. Clarence Mueller	McAllen,	78501
469927	A	Hidalgo	Ms. Mary Saldana	Mercedes,	78570
469932	A	Hidalgo	Ms. Consuelo Galeana	Mission,	78572
469928	A	Hidalgo	Mr. J. D. Villarreal	Mission,	78572
469929	A	Hidalgo	Ms. Maricela Jaurequi	Monte Carlo,	78538
469933	A	Hidalgo	Mr. Arnoldo Becho	Pharr,	78579
469930	A	Hidalgo	Ms. Sylvia Guerrero	Progreso,	78579
469934	A	Hidalgo	Mr. Ernesto Martinez	Weslaco,	78596
469937	A	Nueces	Ms. Glynn Hill	Bishop,	78343
469936	A	Nueces	Mr. Ernest Carrillo	Buena Vista	7838
469935	A	Nueces	Mr. Roger Trevino	Corpus Christi,	78416
460499	A	Nueces	Mr. Humberto Tijerina	Corpus Chirsti,	78405
469939	A	San Patricio	Mr. Paul Charlton	Beeville,	78102
469938	A	San Patricio	Mr. Henry Gonzales	Sinton,	78387
469940	A	Starr	Mr. Pedro Gonzalez	Grulla,	78548
469941	A	Starr	Mr. Jose Gonzalez	Roma,	78584
469942	A	Starr	Ms. Irma Garcia	San Isidro,	78588
468999	A	Tarrant	Nancy Wilson Webb	Fort Worth,	76104
468998	A	Tarrant	Jesse Cummings	Fort Worth,	76104
460199	A	Travis	Mr. Bill Jap	Austin,	78768
460198	A	Travis	Ms. Billie Chambers	Austin,	78768
469944	A	Travis	Mr. John Moore	Austin,	78752
469943	A	Travis	Mrs. Ruth A. Wilson	Austin,	78768
461197	A	Webb	Ms. Elizabeth Ball	Laredo,	78040
461710	G	Bexar	Luther Tarbox	San Antonio,	78237
461680	G	Bexar	Mr. Harry Shraub	San Antonio,	78220
461690	G	Bexar	Ethel Boultinghouse	San Antonio,	78205
461700	G	Bexar	Juventino Zapata	San Antonio,	78214
461730	G	Bexar	Florine Fuentes	San Antonio,	78203
461740	G	Bexar	Jim Walls	San Antonio,	78284
461720	G	Bexar	Mike Frazier	San Antonio,	78222
461750	G	Bexar	Manuel Vasquez	San Antonio,	78224
461685	G	Bexar	Dr. James Lucchelli	San Antonio,	78211
461760	G	Bexar	Maurine Bailey	San Antonio,	78221
461140	G	Cameron	Carlos Cantu	La Feria,	78559
461780	G	Cameron	Ms. Dallas Baker	San Benito,	78586
460520	G	Dallas	Shirley Smith	Dallas,	75201
460550	G	Dallas	Dr. John Sell	Dallas,	75275
460540	G	Dallas	Gloria Henderson	Dallas,	75211
460530	G	Dallas	John Clifton	Dallas,	75202
460675	G	Dallas	Ms. Irene Horness	Farmers Branch,	75234
460740	G	Dallas	Mr. Bobby Wynn	Garland,	75040
460800	G	Dallas	Dr. Cadar Parr	Grand Prairie,	75051
461340	G	Dallas	Cecil Franzini	Mesquite,	75149
461425	G	Ector	Dr. Lin Shannon	Odessa,	79762

ID#	TYPE	COUNTY	NAME	CITY	ZIP
460640	G	El Paso	Carol Pitts	El Paso,	79926
460650	G	El Paso	Ruben Ochoa	El Paso,	79998
460670	G	El Paso	James Barnett	El Paso,	79907
461645	G	Ft. Bend	Ms. Myrl Ross	Rosenburg,	77471
461490	G	Galveston	Dr. Gwen Tilley	Pasadena,	77505
461930	G	Galveston	Mr. Ray Walker	Texas City,	77590
460170	G	Harris	Mr. Bobby Wheatfall	Baytown,	77520
460735	G	Harris	Ms. Annie Marie Simmons	Galveston,	77550
460880	G	Harris	Edwin Schroeder	Houston,	77064
460960	G	Harris	Dr. Everett Schmidt	Houston,	77015
460950	G	Harris	Mr. Francis Bryant	Houston,	77073
460961	G	Harris	Mr. Dennis Laxton	Houston,	77089
461005	G	Harris	Ms. Dona Fields	Houston,	77270
460890	G	Harris	Ms. Lola Redman	Houston,	77002
460970	G	Harris	Mr. Charles Lee	Houston,	77024
460980	G	Harris	Dr. Ralph Butler	Houston,	77004
460990	G	Harris	Dr. Gerald Osborne	Houston,	77004
461010	G	Harris	Ms. Hope Bokemeyer	Huffman,	77336
461135	G	Harris	Dr. Bonnie Longnion	Kingwood,	77339
460630	G	Hidalgo	Derly Guajardo	Edinburg,	78539
461310	G	Hidalgo	Jose G. Cavazos, Jr.	McAllen,	78501
461540	G	Hidalgo	Reynaldo Zuniga	Pharr,	78577
460460	G	Nueces	John Prezas	Corpus Christi,	78404
460300	G	Starr	Arturo McDonald	Brownsville,	78520
461630	G	Starr	Jose Herrera	Rio Grande City,	78582
460690	G	Tarrant	Ms. Margaret Thompson	Fort Worth,	76129
460810	G	Tarrant	Mr. Vaughn Odom	Grapevine,	76051
460130	G	Travis	Ms. Joanne M. O'Neill	Austin,	78768
460150	G	Travis	Dr. Kathryn Allen	Austin,	78712
461180	G	Webb	Ms. Diane McDonald	Laredo,	78040

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ANALYSES OF 1985 CANDIDATE DATA			WRITING SKILLS		
			N	MEAN	STD
GENDER	ETHNICITY	AGE			
Female	Black	16-21	126	45.92	8.94
		22-29	83	44.00	7.24
		30-39	38	44.29	7.59
		40-49	16	42.87	6.42
		50 +	4	42.75	10.44
		Total	267	44.86	8.15
	Hispanic Spanish	AGE			
		16-21	293	46.17	8.26
		22-29	169	45.03	7.45
		30-39	115	45.82	7.76
		40-49	48	44.94	7.33
		50 +	10	47.80	8.98
		Total	635	45.73	7.90
	White	AGE			
		16-21	484	45.18	8.09
		22-29	265	44.38	7.46
		30-39	136	45.71	8.66
		40-49	67	44.30	8.27
		50 +	22	40.55	7.28
		Total	974	44.87	8.03

(CONTINUED)

ANALYSES OF 1985 CANDIDATE DATA			WRITING SKILLS		
			N	MEAN	STD
GENDER	ETHNICITY	AGE			
Female	All Others	16-21	32	45.56	7.05
		22-29	14	47.71	5.99
		30-39	23	43.87	6.43
		40-49	2	40.00	2.83
		Total	71	45.28	6.67
	Total	AGE			
		16-21	935	45.60	8.23
		22-29	531	44.62	7.39
		30-39	312	45.44	8.05
		40-49	133	44.29	7.66
		50 +	36	42.81	8.49
		Total	1947	45.17	7.96
Male	ETHNICITY	AGE			
	Black	16-21	121	48.03	7.68
		22-29	46	46.43	7.18
		30-39	15	41.87	6.20
		40-49	4	59.50	10.88
		50 +	5	39.40	8.35
		Total	191	47.18	7.95
	Hispanic Spanish	AGE			
		16-21	239	45.74	8.60

(CONTINUED)

AMERICAN COUNCIL ON EDUCATION / TEXAS EDUCATION AGENCY
TEXAS GED CANDIDATE SURVEY REPORT

ANALYSES OF 1985 CANDIDATE DATA			WRITING SKILLS		
			N	MEAN	STD
GENDER	ETHNICITY	AGE			
Male	Hispanic Spanish	22-29	114	44.95	6.98
		30-39	53	46.45	9.02
		40-49	13	47.31	8.39
		50 +	8	41.37	6.48
		Total	427	45.58	8.22
	White	AGE			
		16-21	622	45.63	7.81
		22-29	190	45.63	7.82
		30-39	54	43.80	9.60
		40-49	16	43.37	10.47
		50 +	14	47.79	10.13
		Total	896	45.51	8.03
	All Others	AGE			
		16-21	59	45.83	9.30
		22-29	26	45.58	8.38
		30-39	9	43.56	5.03
		40-49	2	55.50	12.02
		50 +	3	45.33	5.03
		Total	99	45.74	8.69
	Total	AGE			
		16-21	1041	45.94	8.10

(CONTINUED)

AMERICAN COUNCIL ON EDUCATION / TEXAS EDUCATION AGENCY
TEXAS GED CANDIDATE SURVEY REPORT

ANALYSES OF 1985 CANDIDATE DATA			WRITING SKILLS		
			N	MEAN	STD
GENDER	Total	AGE			
Male		22-29	376	45.52	7.52
		30-39	131	44.63	8.85
		40-49	35	47.37	10.80
		50 +	30	44.43	8.94
		Total	1613	45.74	8.12
Total	ETHNICITY	AGE			
	Black	16-21	247	46.96	8.40
		22-29	129	44.87	7.29
		30-39	53	43.60	7.25
		40-49	20	46.20	9.89
		50 +	9	40.89	8.88
		Total	458	45.83	8.14
	Hispanic Spanish	AGE			
		16-21	532	45.98	8.41
		22-29	283	45.00	7.25
		30-39	168	46.02	8.16
		40-49	61	45.44	7.56
		50 +	18	44.94	8.41
		Total	1062	45.67	8.02
	White	AGE			
		16-21	1106	45.43	7.94

(CONTINUED)

AMERICAN COUNCIL ON EDUCATION / TEXAS EDUCATION AGENCY
TEXAS GED CANDIDATE SURVEY REPORT

ANALYSES OF 1985 CANDIDATE DATA			WRITING SKILLS		
			N	MEAN	STD
Total	ETHNICITY	AGE			
	White	22-29	455	44.90	7.63
		30-39	190	45.16	8.96
		40-49	83	44.12	8.67
		50 +	36	43.36	9.09
		Total	1870	45.18	8.03
	All Others	AGE			
		16-21	91	45.74	8.54
		22-29	40	46.33	7.62
		30-39	32	43.78	5.99
		40-49	4	47.75	11.44
		50 +	3	45.33	5.03
		Total	170	45.55	7.89
	Total	AGE			
		16-21	1976	45.78	8.16
		22-29	907	44.99	7.46
		30-39	443	45.20	8.30
		40-49	168	44.93	8.47
		50 +	66	43.55	8.67
		Total	3560	45.43	8.04

AMERICAN COUNCIL ON EDUCATION / TEXAS EDUCATION AGENCY
TEXAS GED CANDIDATE SURVEY REPORT

ANALYSES OF 1985 CANDIDATE DATA			SOCIAL STUDIES		
			N	MEAN	STD
GENDER	ETHNICITY	AGE			
Female	Black	16-21	122	47.02	8.83
		22-29	81	46.15	7.37
		30-39	36	46.81	7.89
		40-49	17	43.76	7.10
		50 +	4	45.00	7.70
		Total	260	46.47	8.13
	Hispanic Spanish	AGE			
		16-21	288	47.53	8.21
		22-29	163	47.04	7.48
		30-39	109	46.75	8.13
		40-49	44	46.66	6.17
		50 +	11	46.91	7.12
		Total	615	47.19	7.84
	White	AGE			
		16-21	475	47.64	8.48
		22-29	264	46.29	8.14
		30-39	131	47.16	7.86
		40-49	60	45.83	7.74
		50 +	21	42.29	7.50
		Total	951	46.97	8.28

(CONTINUED)

ANALYSES OF 1985 CANDIDATE DATA			SOCIAL STUDIES		
			N	MEAN	STD
GENDER	ETHNICITY	AGE			
Female	All Others	16-21	33	48.55	10.49
		22-29	12	48.33	9.29
		30-39	23	47.61	5.88
		40-49	2	43.50	2.12
		Total	70	48.06	8.76
	Total	AGE			
		16-21	918	47.56	8.51
		22-29	520	46.55	7.84
		30-39	299	47.00	7.80
		40-49	123	45.80	7.07
		50 +	36	44.00	7.50
		Total	1896	47.01	8.14
Male	ETHNICITY	AGE			
	Black	16-21	113	48.95	8.53
		22-29	47	48.21	8.27
		30-39	14	46.36	8.34
		40-49	4	61.50	9.98
		50 +	5	41.80	8.64
		Total	183	48.64	8.70
	Hispanic Spanish	AGE			
		16-21	237	47.83	8.17

(CONTINUED)

AMERICAN COUNCIL ON EDUCATION / TEXAS EDUCATION AGENCY
TEXAS GED CANDIDATE SURVEY REPORT

ANALYSES OF 1985 CANDIDATE DATA			SOCIAL STUDIES		
			N	MEAN	STD
GENDER	ETHNICITY	AGE			
Male	Hispanic Spanish	22-29	118	46.03	7.55
		30-39	54	49.04	10.02
		40-49	15	48.40	5.55
		50 +	9	46.00	4.85
		Total	433	47.47	8.17
	White	AGE			
		16-21	603	47.80	7.70
		22-29	188	47.11	7.98
		30-39	56	45.64	9.49
		40-49	18	49.11	10.81
		50 +	15	47.27	11.75
		Total	880	47.53	8.04
	All Others	AGE			
		16-21	58	49.33	9.61
		22-29	26	44.31	7.68
		30-39	9	48.33	5.43
		40-49	2	54.50	13.44
		50 +	3	48.67	8.08
		Total	98	47.99	8.98
	Total	AGE			
		16-21	1011	48.02	8.03

(CONTINUED)

ANALYSES OF 1985 CANDIDATE DATA			SOCIAL STUDIES		
			N	MEAN	STD
GENDER	Total	AGE			
Male		22-29	379	46.72	7.89
		30-39	133	47.28	9.43
		40-49	39	50.38	9.62
		50 +	32	46.19	9.30
		Total	1594	47.67	8.21
Total	ETHNICITY	AGE			
	Black	16-21	235	47.94	8.72
		22-29	128	46.91	7.74
		30-39	50	46.68	7.93
		40-49	21	47.14	10.31
		50 +	9	43.22	7.90
		Total	443	47.37	8.43
	Hispanic Spanish	AGE			
		16-21	525	47.67	8.19
		22-29	281	46.62	7.51
		30-39	163	47.51	8.84
		40-49	59	47.10	6.02
		50 +	20	46.50	6.07
		Total	1048	47.31	7.98
	White	AGE			
		16-21	1078	47.73	8.05

(CONTINUED)

ANALYSES OF 1985 CANDIDATE DATA			SOCIAL STUDIES		
			N	MEAN	STD
Total	ETHNICITY	AGE			
	White	22-29	452	46.63	8.08
		30-39	187	46.71	8.38
		40-49	78	46.59	8.58
		50 +	36	44.36	9.68
		Total	1831	47.24	8.16
	All Others	AGE			
		16-21	91	49.04	9.89
		22-29	38	45.58	8.31
		30-39	32	47.81	5.68
		40-49	4	49.00	10.10
		50 +	3	48.67	8.08
		Total	168	48.02	8.86
	Total	AGE			
		16-21	1929	47.80	8.26
		22-29	899	46.62	7.86
		30-39	432	47.09	8.33
		40-49	162	46.91	7.97
		50 +	68	45.03	8.41
		Total	3490	47.31	8.18

ANALYSES OF 1985 CANDIDATE DATA			SCIENCE		
			N	MEAN	STD
GENDER	ETHNICITY	AGE			
Female	Black	16-21	122	49.63	8.98
		22-29	81	49.59	7.67
		30-39	34	47.82	8.97
		40-49	15	45.27	8.11
		50 +	4	46.75	7.41
		Total	256	49.08	8.53
	Hispanic Spanish	AGE			
		16-21	293	50.15	8.81
		22-29	168	48.95	7.69
		30-39	110	48.97	8.23
		40-49	46	47.57	7.20
		50 +	8	51.00	6.46
		Total	625	49.44	8.29
	White	AGE			
		16-21	474	49.72	8.28
		22-29	252	49.17	8.53
		30-39	132	48.39	7.80
		40-49	62	48.11	8.30
		50 +	21	44.00	7.79
		Total	941	49.15	8.31

(CONTINUED)

ANALYSES OF 1985 CANDIDATE DATA			SCIENCE		
			N	MEAN	STD
GENDER	ETHNICITY	AGE			
Female	All Others	16-21	32	51.94	9.14
		22-29	12	51.83	8.24
		30-39	22	49.91	6.05
		40-49	2	43.50	4.95
		Total	68	51.01	8.02
	Total	AGE			
		16-21	921	49.92	8.57
		22-29	513	49.23	8.11
		30-39	298	48.65	7.97
		40-49	125	47.50	7.83
		50 +	33	46.03	7.82
		Total	1890	49.30	8.33
Male	ETHNICITY	AGE			
	Black	16-21	118	50.85	8.03
		22-29	45	50.42	7.85
		30-39	12	49.08	6.27
		40-49	4	60.50	4.36
		50 +	5	43.80	11.28
		Total	184	50.65	8.06
	Hispanic Spanish	AGE			
		16-21	233	49.97	8.93

(CONTINUED)

ANALYSES OF 1985 CANDIDATE DATA			SCIENCE		
			N	MEAN	STD
GENDER	ETHNICITY	AGE			
Male	Hispanic Spanish	22-29	109	48.54	7.81
		30-39	52	50.92	11.08
		40-49	15	50.33	7.66
		50 +	9	50.00	4.90
		Total	418	49.73	8.84
	White	AGE			
		16-21	591	49.58	8.66
		22-29	183	50.04	7.87
		30-39	55	48.98	8.68
		40-49	15	51.00	7.86
		50 +	15	49.80	12.80
		Total	859	49.67	8.56
	All Others	AGE			
		16-21	56	51.18	9.50
		22-29	27	49.37	8.02
		30-39	9	49.56	8.00
		40-49	3	48.00	16.70
		50 +	3	54.33	9.29
		Total	98	50.53	9.09
	Total	AGE			
		16-21	998	49.91	8.70

(CONTINUED)

ANALYSES OF 1985 CANDIDATE DATA			SCIENCE		
			N	MEAN	STD
GENDER	Total	AGE			
Male		22-29	364	49.59	7.86
		30-39	128	49.82	9.47
		40-49	37	51.51	8.64
		50 +	32	49.34	10.48
		Total	1559	49.86	8.61
Total	ETHNICITY	AGE			
	Black	16-21	240	50.23	8.53
		22-29	126	49.89	7.71
		30-39	46	48.15	8.31
		40-49	19	48.47	9.75
		50 +	9	45.11	9.31
		Total	440	49.73	8.37
	Hispanic Spanish	AGE			
		16-21	526	50.07	8.86
		22-29	277	48.79	7.72
		30-39	162	49.60	9.25
		40-49	61	48.25	7.35
		50 +	17	50.47	5.52
		Total	1043	49.56	8.52
	White	AGE			
		16-21	1065	49.64	8.49

(CONTINUED)

AMERICAN COUNCIL ON EDUCATION / TEXAS EDUCATION AGENCY
TEXAS GED CANDIDATE SURVEY REPORT

ANALYSES OF 1985 CANDIDATE DATA			SCIENCE		
			N	MEAN	STD
Total	ETHNICITY	AGE			
	White	22-29	435	49.54	8.26
		30-39	187	48.56	8.05
		40-49	77	48.68	8.24
		50 +	36	46.42	10.42
		Total	1800	49.40	8.43
	All Others	AGE			
		16-21	88	51.45	9.32
		22-29	39	50.13	8.06
		30-39	31	49.81	6.54
		40-49	5	46.20	12.32
		50 +	3	54.33	9.29
		Total	166	50.73	8.64
	Total	AGE			
		16-21	1919	49.92	8.64
		22-29	877	49.38	8.00
		30-39	426	49.00	8.45
		40-49	162	48.41	8.17
		50 +	65	47.66	9.30
		Total	3449	49.55	8.46

ANALYSES OF 1985 CANDIDATE DATA			READING SKILLS		
			N	MEAN	STD
GENDER	ETHNICITY	AGE			
Female	Black	16-21	118	49.34	8.72
		22-29	80	48.81	7.91
		30-39	38	48.61	8.01
		40-49	16	45.19	7.28
		50 +	4	45.00	8.83
		Total	256	48.74	8.29
	Hispanic Spanish	AGE			
		16-21	304	49.61	8.55
		22-29	176	48.65	7.97
		30-39	117	48.79	8.33
		40-49	45	48.56	8.53
		50 +	8	53.87	8.29
		Total	650	49.18	8.35
	White	AGE			
		16-21	504	48.68	8.55
		22-29	263	47.81	8.47
		30-39	135	48.96	7.85
		40-49	65	48.54	8.13
		50 +	21	43.52	7.19
		Total	988	48.36	8.41

(CONTINUED)

ANALYSES OF 1985 CANDIDATE DATA			READING SKILLS		
			N	MEAN	STD
GENDER	ETHNICITY	AGE			
Female	All Others	16-21	34	48.26	8.18
		22-29	13	49.08	8.21
		30-39	23	49.70	7.50
		40-49	2	46.50	2.12
		Total	72	48.82	7.78
	Total	AGE			
		16-21	960	49.04	8.56
		22-29	532	48.27	8.21
		30-39	313	48.90	7.99
		40-49	128	48.09	8.13
		50 +	33	46.21	8.62
		Total	1966	48.70	8.35
Male	ETHNICITY	AGE			
	Black	16-21	121	49.79	8.70
		22-29	43	49.91	7.52
		30-39	15	48.67	5.88
		40-49	4	59.00	13.17
		50 +	5	42.80	7.29
		Total	188	49.74	8.42
	Hispanic Spanish	AGE			
		16-21	253	49.01	8.36

(CONTINUED)

AMERICAN COUNCIL ON EDUCATION / TEXAS EDUCATION AGENCY
TEXAS GED CANDIDATE SURVEY REPORT

ANALYSES OF 1985 CANDIDATE DATA			READING SKILLS		
			N	MEAN	STD
GENDER	ETHNICITY	AGE			
Male	Hispanic Spanish	22-29	119	47.28	7.85
		30-39	55	51.45	10.29
		40-49	16	49.06	7.78
		50 +	8	52.00	4.99
		Total	451	48.90	8.49
	White	AGE			
		16-21	615	49.04	8.44
		22-29	194	48.66	8.33
		30-39	55	47.45	8.01
		40-49	16	48.69	11.03
		50 +	15	50.47	10.43
		Total	895	48.88	8.47
	All Others	AGE			
		16-21	60	49.15	9.04
		22-29	26	48.27	8.36
		30-39	9	47.22	4.52
		40-49	2	62.50	24.75
		50 +	3	48.67	8.50
		Total	100	49.00	8.93
	Total	AGE			
		16-21	1049	49.13	8.48

(CONTINUED)

ANALYSES OF 1985 CANDIDATE DATA			READING SKILLS		
			N	MEAN	STD
GENDER	Total	AGE			
Male		22-29	382	48.34	8.11
		30-39	134	49.22	8.81
		40-49	38	50.66	11.06
		50 +	31	49.45	8.84
		Total	1634	48.99	8.50
Total	ETHNICITY	AGE			
	Black	16-21	239	49.57	8.69
		22-29	123	49.20	7.76
		30-39	53	48.62	7.41
		40-49	20	47.95	10.07
		50 +	9	43.78	7.56
		Total	444	49.16	8.36
	Hispanic Spanish	AGE			
		16-21	557	49.34	8.46
		22-29	295	48.10	7.94
		30-39	172	49.64	9.06
		40-49	61	48.69	8.28
		50 +	16	52.94	6.68
		Total	1101	49.07	8.41
	White	AGE			
		16-21	1119	48.88	8.49

(CONTINUED)

ANALYSES OF 1985 CANDIDATE DATA			READING SKILLS		
			N	MEAN	STD
Total	ETHNICITY	AGE			
	White	22-29	457	48.17	8.41
		30-39	190	48.52	7.90
		40-49	81	48.57	8.70
		50 +	36	46.42	9.22
		Total	1883	48.61	8.44
	All Others	AGE			
		16-21	94	48.83	8.70
		22-29	39	48.54	8.21
		30-39	32	49.00	6.82
		40-49	4	54.50	17.06
		50 +	3	48.67	8.50
		Total	172	48.92	8.45
	Total	AGE			
		16-21	2009	49.08	8.51
		22-29	914	48.30	8.16
		30-39	447	49.00	8.24
		40-49	166	48.68	8.91
		50 +	64	47.78	8.81
		Total	3600	48.83	8.42

ANALYSES OF 1985 CANDIDATE DATA

GENDER	ETHNICITY	AGE	MATH N	MATH MEAN	MATH STD
Female	Black	16-21	117	45.74	6.65
		22-29	78	45.01	6.75
		30-39	35	45.34	7.62
		40-49	16	41.37	7.54
		50 +	4	44.25	2.87
		Total	250	45.16	6.87
	Hispanic Spanish	AGE			
		16-21	281	46.85	7.22
		22-29	168	45.15	6.58
		30-39	101	45.14	6.69
		40-49	44	44.75	5.11
		50 +	11	46.73	9.75
		Total	605	45.94	6.91
	White	AGE			
		16-21	474	46.02	7.22
		22-29	253	45.70	6.76
		30-39	128	45.74	6.88
		40-49	61	44.66	6.64
		50 +	20	42.25	8.58
		Total	936	45.72	7.06

(CONTINUED)

ANALYSES OF 1985 CANDIDATE DATA			MATH		
			N	MEAN	STD
GENDER	ETHNICITY	AGE			
Female	All Others	16-21	30	46.40	6.06
		22-29	13	46.77	4.60
		30-39	20	45.50	6.73
		40-49	2	39.50	0.71
		Total	65	45.98	5.97
	Total	AGE			
		16-21	902	46.25	7.12
		22-29	512	45.44	6.65
		30-39	284	45.46	6.86
		40-49	123	44.18	6.29
		50 +	35	43.89	8.60
		Total	1856	45.73	6.95
Male	ETHNICITY	AGE			
	Black	16-21	113	47.81	6.98
		22-29	44	46.70	6.92
		30-39	14	45.50	5.91
		40-49	4	53.75	1.71
		50 +	4	43.00	6.06
		Total	179	47.38	6.88
	Hispanic Spanish	AGE			
		16-21	226	46.77	7.37

(CONTINUED)

ANALYSES OF 1985 CANDIDATE DATA			MATH		
			N	MEAN	STD
GENDER	ETHNICITY	AGE			
Male	Hispanic Spanish	22-29	102	44.72	6.32
		30-39	50	46.88	8.09
		40-49	15	48.40	10.20
		50 +	7	45.71	3.30
		Total	400	46.30	7.32
	White	AGE			
		16-21	591	46.40	7.17
		22-29	194	45.54	7.05
		30-39	50	45.30	6.98
		40-49	16	47.56	6.99
		50 +	15	46.00	9.18
		Total	866	46.16	7.17
	All Others	AGE			
		16-21	56	46.66	9.43
		22-29	26	46.00	6.44
		30-39	7	46.29	9.69
		40-49	2	44.00	4.24
		50 +	3	50.00	6.08
		Total	94	46.50	8.45
	Total	AGE			
		16-21	986	46.66	7.34

(CONTINUED)

AMERICAN COUNCIL ON EDUCATION / TEXAS EDUCATION AGENCY
TEXAS GED CANDIDATE SURVEY REPORT

ANALYSES OF 1985 CANDIDATE DATA			MATH		
			N	MEAN	STD
GENDER	Total	AGE			
Male		22-29	366	45.48	6.80
		30-39	121	46.03	7.46
		40-49	37	48.38	8.14
		50 +	29	45.93	7.35
		Total	1539	46.36	7.26
Total	ETHNICITY	AGE			
	Black	16-21	230	46.76	6.88
		22-29	122	45.62	6.83
		30-39	49	45.39	7.11
		40-49	20	43.85	8.43
		50 +	8	43.62	4.44
		Total	429	46.08	6.95
	Hispanic Spanish	AGE			
		16-21	507	46.81	7.28
		22-29	270	44.99	6.48
		30-39	151	45.72	7.20
		40-49	59	45.68	6.86
		50 +	18	46.33	7.75
		Total	1005	46.08	7.08
	White	AGE			
		16-21	1065	46.23	7.19

(CONTINUED)

AMERICAN COUNCIL ON EDUCATION / TEXAS EDUCATION AGENCY
TEXAS GED CANDIDATE SURVEY REPORT

ANALYSES OF 1985 CANDIDATE DATA			MATH		
			N	MEAN	STD
Total	ETHNICITY	AGE			
	White	22-29	447	45.63	6.88
		30-39	178	45.62	6.89
		40-49	77	45.26	6.78
		50 +	35	43.86	8.91
		Total	1802	45.93	7.11
	All Others	AGE			
		16-21	86	46.57	8.37
		22-29	39	46.26	5.84
		30-39	27	45.70	7.41
		40-49	4	41.75	3.59
		50 +	3	50.00	6.08
		Total	159	46.29	7.52
	Total	AGE			
		16-21	1888	46.47	7.24
		22-29	878	45.46	6.71
		30-39	405	45.63	7.04
		40-49	160	45.15	6.96
		50 +	64	44.81	8.06
		Total	3395	46.01	7.10

ANALYSES OF 1985 CANDIDATE DATA			AVERAGE STD SCORE		
			N	MEAN	STD
GENDER	ETHNICITY	AGE			
Female	Black	16-21	107	47.82	7.43
		22-29	69	47.16	6.23
		30-39	27	47.26	7.10
		40-49	14	44.37	6.73
		50 +	4	44.75	7.27
		Total	221	47.27	6.98
	Hispanic Spanish	AGE			
		16-21	252	48.86	6.88
		22-29	145	47.42	6.36
		30-39	96	47.60	7.04
		40-49	40	46.88	5.92
		50 +	7	50.94	4.81
		Total	540	48.13	6.71
	White	AGE			
		16-21	423	47.97	6.94
		22-29	222	47.27	6.79
		30-39	114	47.55	6.60
		40-49	55	46.01	6.37
		50 +	18	43.14	6.41
		Total	832	47.49	6.84

(CONTINUED)

ANALYSES OF 1985 CANDIDATE DATA			AVERAGE STD SCORE		
			N	MEAN	STD
GENDER	ETHNICITY	AGE			
Female	All Others	16-21	26	49.16	6.22
		22-29	12	48.63	5.85
		30-39	18	47.94	4.62
		40-49	2	42.60	0.28
		Total	58	48.45	5.61
	Total	AGE			
		16-21	808	48.27	6.97
		22-29	448	47.34	6.53
		30-39	255	47.57	6.67
		40-49	111	46.05	6.21
		50 +	29	45.25	6.83
		Total	1651	47.70	6.78
Male	ETHNICITY	AGE			
	Black	16-21	97	49.17	6.76
		22-29	40	48.25	6.13
		30-39	12	46.77	5.24
		40-49	4	58.85	7.22
		50 +	4	43.05	8.56
		Total	157	48.84	6.76
	Hispanic Spanish	AGE			
		16-21	202	48.26	6.74

(CONTINUED)

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TEXAS GED CANDIDATE SURVEY REPORT

ANALYSES OF 1985 CANDIDATE DATA			AVERAGE STD SCORE		
			N	MEAN	STD
GENDER	ETHNICITY	AGE			
Male	Hispanic Spanish	22-29	98	46.77	6.02
		30-39	47	49.49	8.65
		40-49	12	49.35	6.24
		50 +	7	46.97	2.95
		Total	366	48.03	6.80
	White	AGE			
		16-21	529	48.09	6.79
		22-29	162	47.85	6.56
		30-39	46	46.96	6.88
		40-49	14	48.03	8.04
		50 +	11	50.29	10.97
		Total	762	48.00	6.84
	All Others	AGE			
		16-21	50	49.45	8.20
		22-29	24	46.78	6.84
		30-39	7	46.34	4.91
		40-49	2	54.70	12.59
		50 +	3	49.40	6.54
		Total	86	48.57	7.66
	Total	AGE			
		16-21	878	48.32	6.87

(CONTINUED)

ANALYSES OF 1985 CANDIDATE DATA			AVERAGE STD SCORE		
			N	MEAN	STD
GENDER	Total	AGE			
Male		22-29	324	47.50	6.37
		30-39	112	47.96	7.48
		40-49	32	50.29	8.03
		50 +	25	48.10	8.49
		Total	1371	48.14	6.87
Total	ETHNICITY	AGE			
	Black	16-21	204	48.46	7.13
		22-29	109	47.56	6.19
		30-39	39	47.11	6.52
		40-49	18	47.59	9.07
		50 +	8	43.90	7.41
		Total	378	47.93	6.93
	Hispanic Spanish	AGE			
		16-21	454	48.59	6.82
		22-29	243	47.16	6.22
		30-39	143	48.22	7.63
		40-49	52	47.45	6.03
		50 +	14	48.96	4.35
		Total	906	48.09	6.74
	White	AGE			
		16-21	952	48.03	6.86

(CONTINUED)

ANALYSES OF 1985 CANDIDATE DATA			AVERAGE STD SCORE		
			N	MEAN	STD
Total	ETHNICITY	AGE			
	White	22-29	384	47.51	6.69
		30-39	160	47.38	6.67
		40-49	69	46.42	6.73
		50 +	29	45.86	8.97
		Total	1594	47.73	6.84
	All Others	AGE			
		16-21	76	49.35	7.54
		22-29	36	47.40	6.50
		30-39	25	47.50	4.65
		40-49	4	48.65	10.08
		50 +	3	49.40	6.54
		Total	144	48.52	6.89
	Total	AGE			
		16-21	1686	48.30	6.91
		22-29	772	47.40	6.46
		30-39	367	47.69	6.92
		40-49	143	47.00	6.86
		50 +	54	46.57	7.70
		Total	3022	47.90	6.83